

HOW DO I USE FEEDBACK TO IMPROVE MY TEACHING?

We expect to be evaluated on our teaching at the end of the semester, but it is important for teachers to know that there are many simple and informal ways to get ongoing feedback during the term. Doing so will improve both student learning and your own experience as a teacher.

► Why should I seek feedback on my teaching during the term?



By asking students for feedback early or midway through the term, you create an opportunity to learn what is working and not working and to make informed changes.

Getting early feedback also provides you with an opportunity for open conversations with students about what can and cannot change and why the course or section is running the way it is. Doing this allows you to improve transparency and revisit goals.

Finally, by asking students to reflect on whether they are learning what they need or want to learn, you are encouraging students to recognize the extent to which they, too, are responsible for what happens in the classroom.

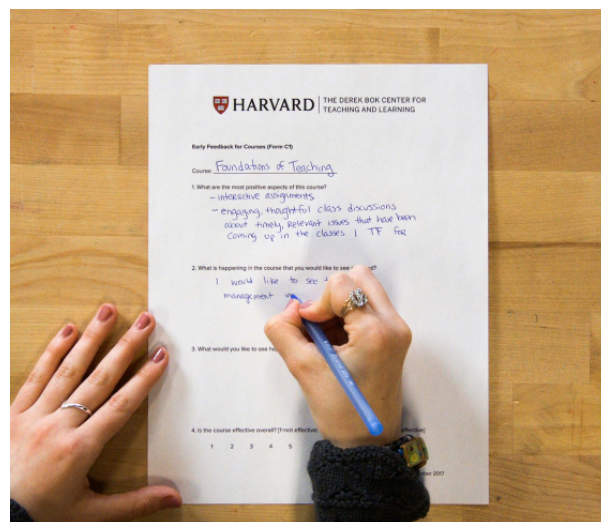
► What methods can I use to see how I am doing?

There are many simple, **low-stakes activities** you can use at any point in the semester to give you and your students valuable feedback on what they are learning.

One common and simple activity you can try is the minute paper, which you can use to collect regular and informal feedback. To do a minute paper, end section a few minutes early and ask your students to jot down anonymous answers to a few questions: 1) What did I learn? 2) What am I confused about? 3) What would I like to know more about?

You can review responses immediately, get a sense of how students are doing, and see what topics you should follow up on, which can help you plan future sections. If they ask questions not directly related to the course, it can prompt conversations with them.

For a list of techniques like this, review these [Ongoing Feedback Strategies](#).



► What is the process for collecting midterm feedback?

Check whether the course head wants to collect midterm feedback for the course, and which method they will be using. It's important to first tell students why you are asking for their feedback and what you hope to learn from it. Whether you use a paper or online method, it is best to dedicate class time for this. Process the feedback and look for themes.



Ideally, you should discuss the feedback in the next session. Let students know what you can act on—and what you cannot. For example, TFs may be unable to adjust reading loads which seem excessive to students. That's fine—but it's important to think through your explanation of how and why the section is structured as it is, and that you have heard and appreciate their perspective. If you promise students you will change an aspect of your teaching due to their feedback, make sure to follow through!

► How can I continue to improve ?



Consider the four lenses of critical reflection for teachers outlined by Stephen Brookfield: student views, colleague perceptions, what the literature says, and self-reflection. Use all four lenses to inform your teaching development. Student feedback is just one lens. Also, you can visit and observe other sections, ask colleagues to observe you, and look into best practices in your field.

Have your section videotaped. Watching a video of your section (especially with an experienced consultant) will allow you to gain a better perspective on how you come across as a teacher.

Reflect on your own teaching consistently. After each session, take 10 minutes to reflect on what went well and what you can improve. These reflections will help you plan your next section or reflect on your teaching more generally.

Additional Resources

- Find [Early Feedback Forms](#) as well as a list of additional [Feedback Questions](#) on the Bok Center website.
- Use the [Observation and Video Consultation Protocols](#) from the Bok Center to expand your repertoire of teaching techniques and become more reflective.
- Review [A Comprehensive Approach to Formative Feedback](#) from the University of Calgary's Taylor Institute for Teaching and Learning, which is based on [Becoming a Critically Reflective Teacher](#) by Stephen D. Brookfield.
- Integrate online polls or surveys to collect early feedback using [Poll Everywhere](#) or [Canvas](#).

