

Workshop: Gathering feedback on our teaching

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Schedule for the day

- Talk by Kami Vaniea:
 - What are our goals with regards to feedback?
 - What kind of feedback is helpful?
 - Some feedback collection approaches, how they worked
- Your perceptions of teaching evaluation
- Why do we need feedback on our teaching?
- Approaches to collecting feedback, with examples
- Their advantages/disadvantages



Schedule for the day

- Practice of preparing for feedback collection
- Practice of reflecting on your teaching
- Some advice- DOs and DON'Ts of collecting feedback



Your perceptions of teaching evaluation

Use post-it notes to write down 2 adjectives that come to mind when thinking about the evaluation of your teaching



Why do we need feedback on our teaching?

In a plenary discussion, brainstorm the motivation for collecting feedback on our teaching



Why do we need feedback?

Some reasons

- To understand our strengths and weaknesses
- To know **where** and **how** we could improve
- To feed back to course team for improving course (for overall course feedback)
- To apply for an academic job/promotion
- To prepare convincing statements about our teaching (e.g. for HEA accreditation)
- For our CV, to highlight acquired skills



How could we collect feedback?

As split into 3 groups, use poster paper to propose methods of collecting feedback:

- From students
- From peers
- From self



Methods of collecting feedback

- From students -

- Questionnaires (off-the shelf/school directed/own, one minute/extended)
- Dropping in to see how they are doing
- Structured group discussion at end of tutorial
- Quizzes to check understanding (tutorials)
- Post-its
- Paper and pens to write on wall poster
- Observations of student preparation, motivation, attitude, etc.



Methods of collecting feedback

- From other sources -

- From peers:
 - Sitting in (observation)
 - Advice before (previewing) or after (debriefing)
 - Scrutinising material/processes
 - Making plan on tutorial together
 - Mentoring
- From self:
 - Checklists or pro formas
 - Regular teaching diary or loose reflexion notes
 - Post-it notes on preparation notes
- From course outcomes: attendance rates, results



Advantages/disadvantages of other methods

Looking at your poster, discuss possible advantages/disadvantages of the methods that you have proposed (plenary discussion)



Practice of preparing for feedback collection

1. Focusing on purposes

Individually, think about what you would like to get out of your feedback? What interests you? Write a list of at list 3 items.



Practice of preparing for feedback collection

2. Choosing a feedback collection method

- What method(s) do you think would be better for you?
- What are their pros/cons, given any constraints?



Practice of preparing for feedback collection

3. Planning/designing the method

1. When will you organise it?
2. Who will it involve?
3. How long will it take?
4. What material do you need to prepare and print?
5. What will you ask/look out for? **Sketch protocol.**
6. How do you plan to analyse the data?
7. How do you plan to act on the results?



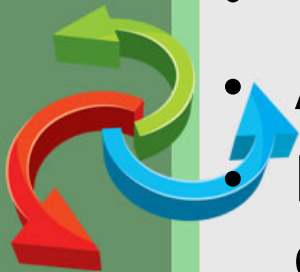
Practice of reflecting on your teaching

Individually, take a few minutes to reflect on your last tutorial/lab, and reply to the general questions from the “Feedback on self” handout



Collecting feedback- some DOs

- Collect feedback as **frequently** as feasible, to get a chance to act on it with the current class
- Ask for Course Enhancement Questionnaire results from ITO
- **Use different sources (viewpoints)**
- Plan for feedback with a view of your **needs**
- Think about pros and cons, but also constraints (e.g. time) when picking each method
- **Make the methods about you!** Be creative!
- Take time to **analyse & reflect about results**
- **Act on feedback!**
- Revise & re-evaluate your practice iteratively and continuously!



Collecting feedback- some DON'Ts

- Don't rely only on university Course Enhancement Questionnaires for feedback!
- Don't only rely on off-the-shelf questionnaires! Feedback should be about you and your class!
- Don't only rely on informal impressions!
- Don't wait until the end of the semester
- Don't be afraid to experiment with different methods
- Don't be afraid to be creative
- Don't be too hard on yourself seeing the results!
Teaching is more often than not a learning process!



Resources (1)

- [Informatics Teaching Support training webpage](#)
- Handouts
- “Tutoring and Demonstrating: a Handbook” [chapter 10](#) (“Feedback on teaching”) and [chapter 11](#) (“Taking things forward”)
- ” Reviewing and recording your teaching, and accreditation processes” material on the [“IAD Resources on Tutoring and Demonstrating” channel in Learn](#)
- IAD orientation courses usually have a feedback component, and resume in January 2019

