Feedback

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My Research Areas

Cyber Security

Psychology

Design
Learning Goals
What is your role? Or what is your teaching goal?

If you did your job really well what would it look like and what impact would it have?
Learning Goals

• Be able to open Wireshark and extract a plain text password from a TCP stream
• Be able to read a IPTables policy file and predict what will happen with the packets
• Identify issues of external validity in a usability study design
• Select a feedback method that matches a specific question
Feedback
Informatics HCI Course Feedback

Please use the sections below to give brief feedback on your experience of the course so far. All parts are optional: this is useful information to help improve the course, but you don’t need to answer anything you don’t want to and all contributions are anonymous. Please be specific and constructive. A single line is enough, but feel free to use the back of the sheet if you need more space.

I will read your feedback and give a short summary and response at the next opportunity.

About the course

Keep doing this! It’s working well

Start this! I think it’s worth a try

Stop this! I don’t find it helpful

About you

What steps can you take to improve your own learning in this course?
Basic feedback form.
High-level information from the students.

Course: ___________________________ Instructor Name: ________________________

1. What do you like best about this course?

2. What would you like to change about the course?

3. What are the instructor's strengths?
Structured questions about the student.

Course: ___________________________ Instructor Name: ___________________________

1 = Never; 5 = Always

1  I am usually well-prepared for class.  1  2  3  4  5
2  I understand what is expected of me in preparation and participation.  1  2  3  4  5
3  The section assignments make sense to me; I understand their purpose.  1  2  3  4  5
4  I feel encouraged to participate in section and respond to others.  1  2  3  4  5
5  I get clear responses to what I say in class; I find out how to improve.  1  2  3  4  5
6  The writing assignments are clear to me; I know what the task is.  1  2  3  4  5
7  The instructor treats students with respect.  1  2  3  4  5
8  The instructor effectively directs and stimulates discussion.  1  2  3  4  5
9  The instructor effectively encourages students to ask questions and give answers.  1  2  3  4  5

What do you like best about this course?

What would you like to change about this course?
Structured feedback focused on the instructor

Course: ___________________________ Instructor Name: ___________________________

1 = Never; 7 = Frequently

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<tbody>
<tr>
<td>1</td>
<td>Indicates where the class is going</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<td>2</td>
<td>Explains material clearly</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>3</td>
<td>Indicates important points to remember</td>
<td>1 2 3 4 5 6 7</td>
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<td>4</td>
<td>Shows genuine interest in students</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>5</td>
<td>Effectively directs and stimulates discussion</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>6</td>
<td>Provides helpful comments on papers and exams</td>
<td>1 2 3 4 5 6 7</td>
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<td>7</td>
<td>Is tolerant of different opinions expressed in class</td>
<td>1 2 3 4 5 6 7</td>
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<td>8</td>
<td>Is available outside of class</td>
<td>1 2 3 4 5 6 7</td>
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<td>9</td>
<td>Explains thinking behind statements</td>
<td>1 2 3 4 5 6 7</td>
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<td>10</td>
<td>Effectively encourages students to ask questions and give answers</td>
<td>1 2 3 4 5 6 7</td>
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<td>11</td>
<td>Adjusts pace of class to the students' level of understanding</td>
<td>1 2 3 4 5 6 7</td>
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<td>12</td>
<td>Seems well-prepared</td>
<td>1 2 3 4 5 6 7</td>
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<td>13</td>
<td>Stimulates interest in material</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>14</td>
<td>Treats students with respect</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>15</td>
<td>Is effective, overall, in helping me learn</td>
<td>1 2 3 4 5 6 7</td>
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What do you think is this instructor's greatest strength?

What suggestions would you give to improve this instructor's teaching?
Getting students to ask questions
Study on why students are not asking questions in class.

Asking the right question: Principal’s Teaching Award Scheme project 2017

What questions do students ask you? How do you respond? Do students sometimes seem reluctant to ask questions? How might we encourage them to be more forthcoming? How can we encourage better dialogues between academics and students?

These are some of the questions that our PTAS (Principal’s Teaching Award Scheme) project sought to address. The project was motivated by the observation that academics and students sometimes talk at cross-purposes, and we realised that effective dialogues form an important part of good teaching and learning. Our aim was to understand the conditions in which good dialogues happen, as well as the barriers to dialogue so that teachers and students could be supported to have better communication.

We interviewed seven teachers (lectures and demonstrators) and seven students (undergraduates and masters students) from three academic domains: Education, Vet School and Informatics, and asked them to describe a conversation that was ‘successful’ and one that was ‘difficult’. Here are some of the key findings:
Inadequate Response
Awareness of Teacher Time Pressures
Barriers to Asking Questions
Unable/unwilling to ask questions
Fear of Others’ Reaction
Fear of Wasting Others’ Time
Awareness of Teacher Time Pressures
Teacher Superiority/Unequal power relations
Negotiating Relationships

Factors Affecting Quality of Dialogues
Helpful Response
Response of Teacher/Teacher listening
Resulted in Action
Inadequate Response
Students Feeling Teacher is Listening
Non-verbal Factors
Tone of Conversation
Body Language

Communication Challenges
Wording/phrasing Question
English as Second Language
Cultural Differences

Social Factors Affecting Dialogues
Size of Group

Key:
Main Themes
Codes

- 2 Students
- 3-4 Students
- 5-7 Students