

SPHEIR Pedagogical Training 1.0***Informal Early Feedback to Enhance Teaching & Learning***

"I wish I had known that earlier, so that I could have ..."

Have you ever said that?

Have you wondered about what worked and what you should have stopped or changed during the semester?

What do you want to know about how your students learn?

Presented by

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Learning Objectives: Upon successful completion of this session, you will be able to:

- Describe the difference between formative assessment and summative evaluation
- Create appropriate items for gathering feedback
- Interpret the feedback to assess the teaching and learning in your class
- Debrief the results with your class

Suggested Resources:

- Informal Early Feedback – from the Center for Innovation in Teaching & Learning (CITL), University of Illinois. <https://go.illinois.edu/InformalEarlyFeedback>



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Space for Your Notes and Activities

Part A: Notes and Activities

NOTES:

Activity: Characteristics of Effective Teachers

Characteristics of Effective Teachers *

- ✓ **Preparation**
- ✓ **Enthusiasm**
- ✓ **Concern for students**
- ✓ **Stimulation of interest**
- ✓ **Availability**
- ✓ **Rapport**
- ✓ **Encouragement of discussion and interaction**
- ✓ **Clear explanation**
- ✓ **Fair grading**

ACTIVITY: What do these characteristics look like from the students' perspective?

* K. Lewis, Center for Teaching & Learning, U.Texas

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Preparation	Enthusiasm
Clear Explanation	Fair Grading

Activity: In-Class Check Your Knowledge: True or False

First Time: 1) 2) 3)

Second Time: 1) 2) 3)

Part B: Notes and Activities***NOTES:***

Activity: Sample IEF Questions - Aspects about Teaching AND Learning. Do these items ask about teaching or learning?

- How would you characterize the teacher's ability to explain?
- Indicate the level of understanding you feel you have of the concepts covered.
- Are you keeping up with the reading? [barely --- sometimes -- yes]
- The grading is fair.

Activity: What do you want to know about...? Write in the boxes below some areas that you would like to get feedback on.

Teaching	Learning

Activity: Develop Your Individualized Informal Early Feedback (IEF). See the sample IEF on the following pages.

- Individually, write 2-3 questions you would use in the class you are currently teaching.
 - Have at least one rated and one open-ended question.
 - Tap teaching and learning areas
 - Why are you interested in this information?
- Share your questions with a colleague for feedback.

Informal Early Feedback (IEF)
Module _____ Semester _____

- | | |
|--|--|
| 1. The instructor is enthusiastic. | Yes, always 5 4 3 2 1 No, Never |
| 2. The instructor's explanations are clear.
Please explain. | Yes, always 5 4 3 2 1 No, Never |
| 3. Does the instructor make good use of
examples? Please explain. | Yes, always 5 4 3 2 1 No, Never |
| 4. The grading is fair. Please explain. | Yes, always 5 4 3 2 1 No, Never |
| 5. How helpful have the following activities been? | |
| a. Lectures | Very helpful 5 4 3 2 1 Not at all |
| b. Power point slides | Very helpful 5 4 3 2 1 Not at all |
| c. In-class group activities | Very helpful 5 4 3 2 1 Not at all |
| d. Homework problem set | Very helpful 5 4 3 2 1 Not at all |
| Please explain: | |
| 6. Rate the instructor | Excellent 5 4 3 2 1 Poor |
| 7. Rate the course | Excellent 5 4 3 2 1 Poor |
| 8. The balance in this class should be (circle one) | More theory 3 Just right 2 More real-world 1 |
| 9. The pace of the course is
Please explain. | Too fast 3 Just right 2 Too slow 1 |
| Tell me about you | |
| 10. I read the textbook before coming to class.
Please explain. | never Almost always 3 Sometimes 2 Almost 1 |
| 11. I go to the optional office hours. Please
explain. | never Almost always 3 Sometimes 2 Almost 1 |

Comments:

A. What about the instructor or course is helpful in your learning?

B. What suggestions do you have that would help you learn better?

C. What can you do yourself to learn better?

Give brief directions and purpose.

Informal Early Feedback Form Fall 2020

CITL 199

Provide basic info on the form so you can track the course over time.

Please provide feedback that will allow me to determine how the course is going so far and also make changes to improve your learning experience. No names please. Thank you.

1. Homework has increased my understanding of course concepts? Not really 1---2---3---4---5 A lot
2. Weekly quizzes help me keep up with the material? Not much 1---2---3---4---5 A lot
Please explain: *Explanations provide more detail and explain the ratings.*
3. How well is your team functioning so far? Poorly 1 ---2---3---4---5 Very Well
4. The pace of the course is... Too Fast 1---2---3---4---5 Too Slow
Please explain: *Ask 2-6 rated items about aspects of the course you might change. Think about the most important things you want feedback on (or suspect could use some help).*
5. In-class small group work helps me learn? Never 1---2---3---4---5 Usually
Please explain:
6. How well do you understand the concept of validity? Not Well 1---2---3---4---5 Very Well
7. How well do you understand the concept of reliability? Not Well 1---2---3---4---5 Very Well
8. Rate the instructor Poor 1---2---3---4---5 Excellent
9. Rate the course Poor 1---2---3---4---5 Excellent
10. What about **the course of the instructor** helps you to learn? *Ask 1-3 items about course content and learning. What major concepts should students know by now?*
Find out what is working and what isn't working. What should you keep doing and what should you stop doing?
11. What would you change to help you learn better? *Give them a chance to comment on anything, but lead them toward constructive criticism. After all, this is for improvement.*
12. What can **you do** to help you learn better?

Give plenty of room for their answers. The form is meant to be completed by students, not you.

Thank you!

Thank them again! They are helping you. Really, they are.

Part C: Notes and Activities

NOTES:

	<i>End-of-Semester/Module Student Ratings</i>	<i>Informal Early Feedback (IEF)</i>
Developer	Campus & Department	Instructor
Purpose	Summative	Formative
When	End-of-Semester/Module	~ 4 th – 7 th week
Areas measured	Mostly Teaching	Teaching (e.g., pacing, clarity, grading) and Learning (e.g., understanding, preparation)

Activity: Practice Interpreting/Analyzing Sample IEF Responses. Look at the mean scores below of the seven sample items. How would you analyze this IEF?

Sample Informal Early Feedback

Please circle the number on the scale which best represents your perceptions:										MEAN
1	The instructor is well-prepared for each class.	Yes, always	5	4	3	2	1	No, never		4.0
2	How would you characterize the instructor's ability to explain? Please explain.	Excellent	5	4	3	2	1	Poor		3.7
3	Did the instructor make good use of examples and illustrations?	Almost always	5	4	3	2	1	Poor, never		3.5
4	The instructor encouraged your participation in class Please explain.	Yes, always	5	4	3	2	1	No, never		3.6
5	The grading was fair. Please explain	Yes, always	5	4	3	2	1	No, never		4.2
6	The instructor is easily approachable when students have class related questions.	Yes, always	5	4	3	2	1	No, never		4.3
7.	Overall, how would you rate the instructor?	Excellent	5	4	3	2	1	Poor		3.9

Activity: Analyze the following open-ended sample student comments. What should this instructor keep-stop-start.

- Knowledgeable 4
- Nice during office hours, took time to listen 3
- Writes helpful comments on assignments
- Energetic, is really trying
- Uses examples from recent research
- Everything seems to run together, so it's hard to follow 4
- Hard to tell what is important 2
- Examples don't make much sense, I am often lost 3
- Tries to cover too much in each class, seems eager to rush to next point 4
- Maybe an outline 5
- More class involvement 3
- Less material 7

Activity: Next step is to debrief the results from the Informal Early Feedback (both rated and open-ended items). Based on the above comments, what brief summary (~3-5 minutes) would you provide your students?

Here is the game plan:

- Develop your Informal Early Feedback (IEF) form
- Determine what Teaching and Learning areas to get feedback on
- Administer it around the 4th to 7th week
- Analyze the results (by yourself, with a colleague, or with an educational specialist)
- Share with your students