



Agenda

- Feedback Seeking 101
- Feedback seeking in a social science discipline
- Feedback seeking in a natural science discipline
- Feedback seeking and technology
- Audience examples and Q&A

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Feedback Seeking 101-A

1. **Big Idea:** We need high quality feedback to learn and grow.
2. **Proactively seek feedback** (before you think that you have a problem).
3. **How:** Colleague sit-ins, video taping of lectures, collecting student feedback (our focus)

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Feedback Seeking 101-B

1. **Create a safe environment** for people to give honest feedback
2. **Read and "hear"** the feedback.
3. **Respond** to the feedback

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Feedback

Request

Review

Reflect

Report

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Requesting (Mid-term 1)

1. What do you enjoy about this course?
2. What changes would you recommend for this course?
3. Please list any other suggestions or comments that you would like to offer.

(Note: Survey or class discussion)

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Requesting (Mid-term 2)

	Course	Instructor
Positives		
	Course	Instructor
Suggestions <i>(constructive tone setting)</i>		

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Review and Reflect

1. Reading feedback can be tough—read, put away, re-read at day 2
2. Frame feedback as opportunity improvement information
3. Look for big picture data patterns
4. Connect with a colleague to process the issues.

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Sample Report: Summary of Major Themes

1. More cases and examples—R: The use of cases, exercises, and videos will increase.
2. Language challenge—R: Tuesday chats, ask for clarification, idiom redux.
3. Pace—R: Use a time-out signal
4. Impressions booklet out of sync—R: Please explain.

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5. End Quizzes—R: Philosophy 101:

- Learning to summarize major ideas is important.
- Positive reinforcement with random interval method.
- Knowledge beyond the lecture
- T1-T2-T3 concerns

Thank you for your very constructive and thoughtful comments!

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Feedback Can be “Precious”

“As a finance type, I was somewhat skeptical about taking this course, but I’m actually finding it rather interesting and useful.”

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Experiences in Sciences

-written evaluations (freshman vs. upper-level)

-Bb communications, esp. discussion boards

-during T/Th classes: informal ‘breaks’

-labs: quizzes and informal discussions

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