Workshop:
Gathering feedback on our teaching

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Schedule for the day

- Your perceptions of teaching evaluation
- Why do we need feedback on our teaching?
- What kind of feedback is helpful?
- How could we collect such feedback?
- Your experience of peer teaching observations
- Advantages/disadvantages of other methods
- 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 3 adjectives that come to mind when thinking about the evaluation of your teaching
Why do we need feedback on our teaching?

In small groups, think about 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
What kind of feedback is helpful?

In small groups, think about the feedback that would be helpful in general:

– For our own development
– For developing the course
What kind of feedback is helpful?
- For our own development -

• How knowledgeable and well prepared? How approachable, encouraging, supportive?

• How successful in:
  – Responding questions promptly and effectively?
  – Giving helpful formal/informal, formative/summative feedback?
  – Giving explanations which aid understanding?
  – Stimulating and maintaining interest?
  – Organising the lab session/tutorial?
  – Facilitating discussion? (tutors)
  – Marking? (markers, demonstrators) etc.
What kind of feedback is helpful?
- For developing the course -

• Are course requirements clear to students?
• How well integrated are the tutorials/labs with other components of the course?
• Are theory-practice connections apparent?
• How relevant are the tasks from tutorials/labs for preparation and assessment?
• How realistic are the demands on students?
• Are there appropriate opportunities for students to participate/ask questions?
• Are tutorial/lab tasks sufficiently varied? etc.
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 attendance, 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
Your experience of a peer teaching observation

In small groups, discuss the following questions:

• How did you plan/organise it?
• What worked? What did not?
• Did it offer the expected benefits?
• Did it offer any additional benefits?
• What would you do differently next time?
Advantages/disadvantages of other methods

Looking at your poster, discuss possible advantages/disadvantages of other 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 least 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 from 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 end of year 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 end of year questionnaires for feedback!
• Don’t 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)

- Resources on: Informatics homepage – Staff Intranet – Student Services – Teaching Support – Training
- Handouts
- “Tutoring and Demonstrating: a Handbook” chapters 10 (“Feedback on teaching”) and 11 (“Taking things forward”)
- “Reviewing and recording your teaching, and accreditation processes” material on the “IAD Resources on Tutoring and Demonstrating” channel in Learn
Resources (2)

- IAD website - Teaching roles and assessment - Tutors and demonstrators - Advice and support - “IAD support for enhancing your teaching”
- IAD orientation courses:
  - Tutors and demonstrators social event (6th Dec)
  - Courses on tutoring usually have a feedback component, and resume Jan-Feb