

SGID TIPS FOR FACULTY

This handout provides tips to help you clarify to your students why you are having a midterm feedback session conducted in your class, what you hope to accomplish, and how you plan to respond to students' suggestions afterwards. It includes tips for what to tell students before the feedback session and tips for what to tell students after you get the report.

The SGID facilitator will emphasize many of these points in their introduction to the process on the day of the feedback session. However, it means more coming from you. Please take the time (about 10 minutes before and 10 minutes after the midterm evaluation) to follow the steps below.

TIPS FOR BEFORE THE FEEDBACK SESSION

As soon as you schedule the SGID, let your students know that a faculty facilitator will be coming to the class, and when. Explain to them why you chose the date you did. (We normally conduct feedback sessions during the fourth and fifth weeks of the quarter; within that time, you have a selection of dates. Some professors choose dates after the midterm exam; some choose dates before the exam. If you choose a date with the students' schedule in mind, tell them that. They'll appreciate it.)

If any changes occur with the scheduling of this process, let students know.

Explain to your students that faculty participation in this is completely voluntary and that you have asked the facilitator to come. Tell them the reason you asked for the session to be held. Explain that the process is conducted during the middle of the term to give you the opportunity to implement some changes while the class is still meeting. If your reason was to get general feedback, tell your students you want to know how they perceive the class and what you can do to improve the experience for them.

Let students know the questions they will be asked, and that their responses are anonymous. They will be asked what aspects of the course/instruction enhance their learning, what aspects of the course/instruction could be improved, and what they can do, as students, to help improve the course. Explain that the process is a confidential one, and that you will not know who gave which responses.

Tell students that shortly after the feedback session, you will meet with the facilitator to review the results. After that, you'll come back to the students to discuss what they said, as well as what changes you plan to make, what changes you have decided not to make, and why.

Entertain students' questions about the process. If you can't answer a question, let the facilitator know and they will help you answer it.

TIPS FOR AFTER THE MIDTERM EVALUATION

If possible, talk to students about their responses/suggestions the very next class after you have met with the facilitator for your feedback meeting. Use the opportunity to clarify their input and respond to their concerns. Additionally, it will give you the chance to discuss any changes you plan to make to the class during the current quarter.

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Thank students for their participation in the process.

Give them a summary of what you understood from the report. Include ranges of opinion ("some of you felt strongly that we need more frequent quizzes, while a significant proportion didn't seem to find this necessary"), so students understand where there may be differing viewpoints among their peers.

Clarify questions you have. For instance, if students state that the lecture seems "disorganized," find out what parts seem that way, and what they think you could do to make it feel more organized and clearer to them.

Re-iterate each of the main responses that students gave to each of the three questions. Include what they feel is going well with the course, and underscore what they said they can do to improve their learning. Tell them which suggested improvements you have chosen to implement, how, and why. Also tell them which suggestions you have chosen not to implement, and your rationale for making the choices you have in conducting the class.

If you feel comfortable, encourage student responsibility in helping make course decisions. For instance, if you are considering modifying an upcoming assignment based on their feedback, you may want to take a class vote about whether students would like this change, or would prefer to keep the original assignment.

Tell students that they will have another chance, at the end of the semester, to evaluate the class - including any revisions that were made as a result of this process - using the standard end-of-term forms.

Once again, entertain students' questions about the process. Invite students to talk with you individually if they have further concerns.