When to Give Student Feedback
- Immediate feedback for knowledge of facts (right/wrong)
- Delay feedback slightly for more comphrehensive reviews of student thinking and processing (Susan Brookhart, *How to Give Effective Feedback to Your Students*)

How to Give Student Feedback
- Make a grading rubric.
    - Choose points that relate to major learning goals.
    - Reveal how much each point is worth
    - Feedback on written work should be in written form.
- Interactive feedback (if possible) is most effective.
- Make feedback useful and specific. Provide examples or demonstrations
- Include positive feedback as well as negative
- Group feedback is appropriate if most of the class does not understand something.
- Feedback should be given promptly after an evaluation is given
    - There should still be time for students to act on feedback
    - Students should still be mindful of the learning target
    - Therefore, don't give too many assignments that you cannot provide effective and prompt feedback!
- Not all errors need to be corrected
    - Keep in mind your learning targets and appropriate development of students
    - 2-3 main points about a paper

Receiving Student Feedback
- Ask questions about things that you are genuinely open to changing!
- Consider giving evaluations at the beginning of a class session
- Contradictory comments are possible
    - This can be due to variations in student development and/or preferred learning style
    - Vary your teaching style to accommodate a range of learning styles
- Casual feedback (mid-semester) can be a valuable strategy for enhancing your teaching effectiveness.
- Goals of casual feedback:
    - To gather information from students at a time when it is most constructive
    - Establish communication
    - Indicates that you value students' opinions
- Forms of casual student feedback:
    - One-minute paper
        - 1 or 2 short, open-ended questions:
            - What was the most significant thing you learned in class today?
            - What question(s) do you have about the material covered in today's class?
            - What examples did I use today that helped you the most? The least?
            - Ask students to respond to questions frankly and concisely (single words, short phrases, or very short sentences)

- Read before next class
- Index card questions
  - GENERAL:
    - What is good about the course?
    - Any suggestions for improving the course?
  - SPECIFIC:
    - Are the problem sets too difficult?
    - Is the pace of the class causing difficulties?
  - PROMPTS:
    - I would like you to do more…
    - I would like you to do less….
- Formal questionnaire (Can be administered by Kaneb Center)
- Group interview (Can be administered by Kaneb Center or a colleague)
  - Peer correction can be helpful here
- 10 minute meetings with students one-on-one

Close the Feedback Loop!
- Reveal results as soon as possible – both positive and negative!
- Thank students
- Note what you will change
- Explain what you will not change