

You and your students benefit when you open up a conversation about how your course is helping students learn and the challenges they are encountering. As we engage in remote teaching and learning, this conversation is particularly important. To initiate this conversation, and to encourage students to provide you with candid observations about their learning, we are providing a step-by-step process for gathering anonymous feedback and responding to students about their observations.

Step One: Preparing your Canvas Site

1. In your Canvas site select “quizzes”
2. Find “Quiz Type” and choose “Ungraded Survey”
3. Under “Options” check the box, “Keep Submissions Anonymous”
4. In the box where it reads, “Unnamed Quiz” name the survey. “Student Feedback” is a good name.
5. In the Quiz Instruction box, describe the survey to your students. You might say:
 - a. I would like to understand your learning experience in this class, so I ask you to reply to these questions. All of your responses will remain anonymous, and I we will discuss what I have learned during a meeting next week. Thank you for your candor.
6. Assign the survey to everyone, and provide at least one day to complete it.

You may also use a Google Form, if you prefer.

Step Two: The Questions

Click on the “Questions” tab at the top of the page and add your questions, one by one. You may write questions of your own, or use the questions we’ve provided:

1. What aspects of the course or my instruction are helping you engage and learn remotely?
2. What challenges, if any, are you facing while engaging in remote learning in this course?
3. Are there changes I could make in my teaching that could help address these challenges?
4. What strategies are most effective at helping you stay engaged with your peers and the instructor throughout the quarter?
5. Any other comments, questions, or observations?

Consider including a Likert scale asking students to rate the effectiveness of key aspects of the course. For example, the following items can be rated on the following scale: strongly disagree; disagree; neither agree nor disagree; agree; strongly agree.

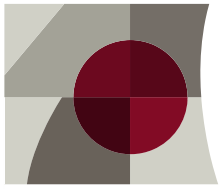
- I clearly understand the expectations of the course.
- I am able to manage the course workload.
- I find the Zoom sessions engaging.
- There are adequate opportunities for engaging with the instructor and my peers.

Step Three: Reviewing Feedback

As you review the feedback, you will want to identify patterns of agreement and disagreement - both are important. Highlight responses that you don’t understand. Distinguish between the things you can change to your course or your teaching, and those you can’t or won’t. And pay attention to outliers, particularly those that suggest a problem. Try to develop an overall sense of what the class is saying, even if it is contradictory.

Step Four: Responding to Students

This step validates your commitment to student learning.



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Guidelines for collecting early-term feedback from students

1. Make sure you devote enough time to fully explore the feedback.
2. Thank students for their effort, and remind them of your commitment to their learning.
3. Give students a broad overview of what you learned. Highlight the 2 or 3 dominant themes or issues, and how you will respond to them, or why you cannot. For example, "I will not stop having you work in teams because it is essential to learning...however, please note that you have these other opportunities to work independently."
4. Acknowledge responses that surprised you, as well as those that are outliers.
5. Let students know they can contact you about individual issues, and that you will check in again in the weeks ahead.