

Obtaining Formative Feedback From Our Students

First-Year Faculty Seminar
September 17/18, 2020

Mike Pinter

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Teaching Center Office Hour

for first-year and second-year faculty only

Tuesdays 11:00-12:00

<https://belmontu.zoom.us/j/9499622042?pwd=K0VSVXNMS0dRL1k4MkNTMEIhcnAvQT09>

From our previous seminar session

based on the framework developed by Craig Nelson

Facts (Absolute Knowing; Dualism)

Transition 1:

Understanding Knowledge as Uncertain

Opinions (Transitional Knowing; Multiplicity)

Critical Thinking

Craig Nelson:

critical thinking occurs in the movement – the transition – from one developmental stage to another

Jose Bowen (*Teaching Naked*):

learning occurs when “pleasantly frustrated”

Formative versus Summative

Formative

Summative

Teaching Center Formative Review Process

- Person conducting the review with students (instructor NOT in classroom) elicits input from the students with three prompts:
 - What is working well in the class (that is, what is helping you learn)?
 - What is not working well (that is, what is hindering your learning)?
 - What suggestions do you have for improvement?
 - Additional prompt you wish to add
- Students have a minute or two to think/write on their own, then are placed in groups to respond to the prompts as a group. After groups work, they report out in a conversation facilitated by the reviewer. Afterwards, the reviewer provides the instructor (and ONLY the instructor) a 1-2 page “executive summary” of the student input.
- **Recommendation:** Do NOT include the actual review in any public files (e.g., annual review, promotion). Instead, include your reflection on the overall process including the student input.

An Example approach for online

using Annotate in Zoom

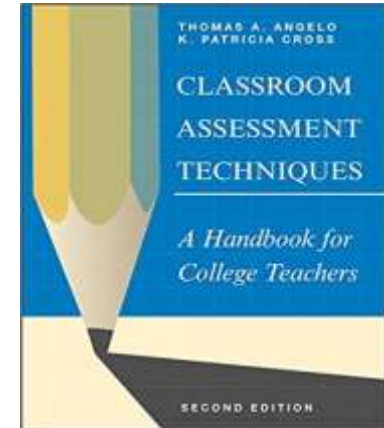
Breakout Rooms are working well

Agree

Disagree

Classroom Assessment Techniques (CATs)

Source: Angelo, T. and Cross, K.P. (1993).
*Classroom Assessment Techniques:
A Handbook for College Teachers*, 2nd Edition.
San Francisco: Jossey-Bass.



- Each assessment activity is rated in regards to:
- Faculty to prepare to use the specific CAT
 - Students to respond to the assessment
 - Faculty to analyze the data collected

Some Example CATs

- Assessing Prior Knowledge, Recall, and Understanding
Example: **Minute Paper** (Low, Low, Low)
- Assessing Skill in Analysis and Critical Thinking
Example: **Pro and Con Grid** (Low, Low, Low/Medium)
- Assessing Skill in Synthesis and Creative Thinking
Example: **One-Sentence Summary** (Low, Medium, Medium)
- Assessing Skill in Problem Solving
Example: **Problem Recognition Task** (Medium, Low, Low)
- Assessing Skill in Application and Performance
Example: **Directed Paraphrasing** (Low, Medium, Medium)



CAMPUS ANNOUNCEMENTS

- [FitRec is Hiring!](#)
- [eSports is HERE!](#)
- [Get your student org featured HERE!](#)
- [Trivia Tuesdays - REGISTER TODAY!](#)
- [University Ministries Virtual Office Hours](#)

CAMPUS INITIATIVES



CAMPUS CALENDAR

Campus calendar with changes

Thursday, September	4:00pm	ZOOM
Wednesday, September	8:00am	Mass
Thursday, September	12:00pm	Hip H
	4:00pm	Yoga
Tuesday, September		
		Last Day to Withd
Wednesday, September		
		Mid-Point of Fall S
		Withdraw with a g
Thursday, October	12:00pm	Hip H
	4:00pm	Yoga
Wednesday, October	1:00pm	Mass
Thursday, October	12:00pm	Hip H
	4:00pm	Yoga
Friday, October		

Faculty Senate Home

Faculty Senate Zoom Meetings

meeting ID: 895 4050 3632
password: BUSenate
agenda: [September 14](#)

[Click here for the minutes of the September 7th Faculty Senate special meeting.](#) You can also find them (as well as other meeting minutes) by clicking on the "Agendas and Minutes" link in the menu to the left.

[Click here for the minutes of the Fall Faculty Workshop \(August 10th\).](#)

College Senators

Senators without annotation are beginning a term.

Senators completing a term this academic year are marked with an asterisk (*) if they are eligible for re-election, or with a cross (+) if they are ineligible.

Senator	College
Michelle Corvette	College of Architecture and Design
Cate Loes	College of Business (Undergraduate)
Bryon Balint	College of Business (Graduate)
Dwayne O'Brien*	College of Entertainment and Music Business (Undergraduate)
Dave Tough*	College of Entertainment and Music Business (Graduate)
Sabrina Sullenberger*	College of Health Sciences (Undergraduate)
Allison Koehn*	College of Health Sciences (Graduate)

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Senator	Seat	Committee Liaison Appointment
Martha Ezell	Undergraduate	Educational Technology Advisory and Honor Council
Nathan Griffith*	Undergraduate	Appointments
Eduardo Lopez	Undergraduate	Faculty Inclusion, Diversity, and Equity
Mitch McCoy*	Undergraduate	Undergraduate Catalog and Curriculum
Barry Padgett	Undergraduate	Appointments
Mark Phillips*	Undergraduate	Faculty Work Life
Annette Sisson	Undergraduate	Faculty Tenure, Promotion, and Leaves
Amy Smith	Undergraduate	Student Life Council
Ken Spring ⁺	Undergraduate	Faculty Handbook Review
Amy Crook	Graduate	Grievance and Appeals
Natalie Michaels ⁺	Graduate	University Budget and Faculty Compensation
Erin Shankel	Graduate	Continuous Improvement of Teaching
Jayme Yeo*	Graduate	Graduate Catalog and Curriculum
Carolyn Totaro ⁺	Lecturer	BELL Core

Helpful Documents

Senate	TPL	Teaching	
Robert's Rules Cheat Sheet	TPL Portfolio Format	University-Wide Peer Feedback Process	Our C
Issue Referral Form	University Committee Service Form (.pdf)	Effective Practices in Peer Feedback	
History of Senatorial Terms	University Committee Service Form (.doc)	Peer Feedback Examples from across campus	

**University-Wide Peer Feedback Process
Continuous Improvement of Teaching Committee
Final Revised Version February 6, 2015**

The following proposal for a university-wide formative peer feedback process was presented to the Faculty Senate on November 24, 2014 and was passed after minor revisions on February 9, 2015. Focusing on the continuous improvement of faculty teaching, this type of process gives faculty members the opportunity to process, reflect on, and plan a course of action based on peer feedback. The committee recognizes that each college and school is unique in expectations of faculty and pedagogy; as such, each college/school should tailor both a peer feedback process and form that utilize the steps below and yet are consistent with their specific needs and/or accreditation requirements in order to promote teaching excellence for their faculty.

Key pieces of the feedback process include a holistic, formative approach to peer feedback, teaching and learning reflections, and course(s) of action to close the loop, ensuring ongoing progress in teaching.

(1) Peer Feedback Process

- **Pre-Peer Feedback Meeting:** Brief meeting between responder and faculty member receiving feedback to discuss goals of peer feedback process and objectives for class session. Faculty member getting feedback should supply responder with an appropriate class document or documents to ground the responder in the goals of the course (a syllabus, particular assignment, quiz, outline of a project, etc.).
- **Class Session:** Introduction of peer observer/responder to the class. The class session observed may include instruction, student-professor interaction, and student learning via group work, etc.
- **Post-Peer Feedback Debriefing:** Meeting between peer responder and faculty member receiving feedback to discuss peer feedback, areas of concern and strength, and course of action, as needed. Response is given in the form of both written and oral narrative feedback.

(2) Peer Feedback Format

Faculty members may choose from the following options for peer feedback format, depending on what best suits their teaching styles and the goals of their courses.

- a. A peer from your discipline observes and responds to your teaching—a peer within the discipline could be most helpful in giving feedback on the content of your course.
- b. A peer from outside your discipline observes and responds to your teaching—a peer from outside the discipline will have a different perspective when observing pedagogical processes.
- c. Form a small faculty peer group (e.g. Faculty Improvement Group (FIG), Critical Friends

References

- Angelo, T. and Cross, K.P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*, 2nd Edition. San Francisco: Jossey-Bass.
- Belmont Faculty Senate website. <https://my.belmont.edu/group/faculty-senate/faculty-senate-home>