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## What's the problem?

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## Agenda

- Benefits of formative feedback from students
- Guidelines and process
- Approaches
- Your turn
- Q&A
- Appreciation activity
- Close and feedback

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## Benefits

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## Benefits of formative student feedback

### 1. Enhances teaching and student learning

- Instructor can be specific about what they want feedback on
- Can improve motivation for instructor (Gormally et al., 2014)
- Can strengthen relationship with students by building rapport (Carless & Boud, 2018)
- Can improve student mental health (Baik et al., 2019)

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## Benefits of formative student feedback (ctd)

### **2. Promotes change and continuous improvement**

- Implement changes before the course is over

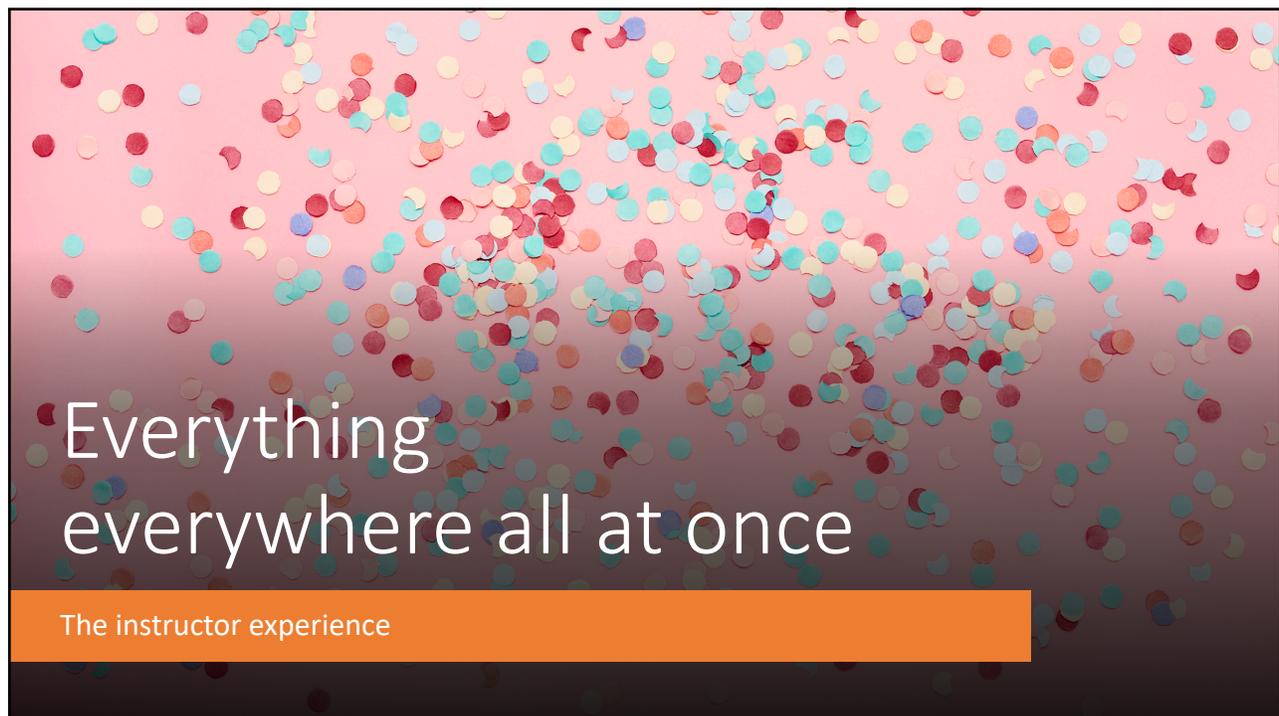
### **3. Creates an opportunity for reflection**

### **4. Provides opportunities for dialogue**

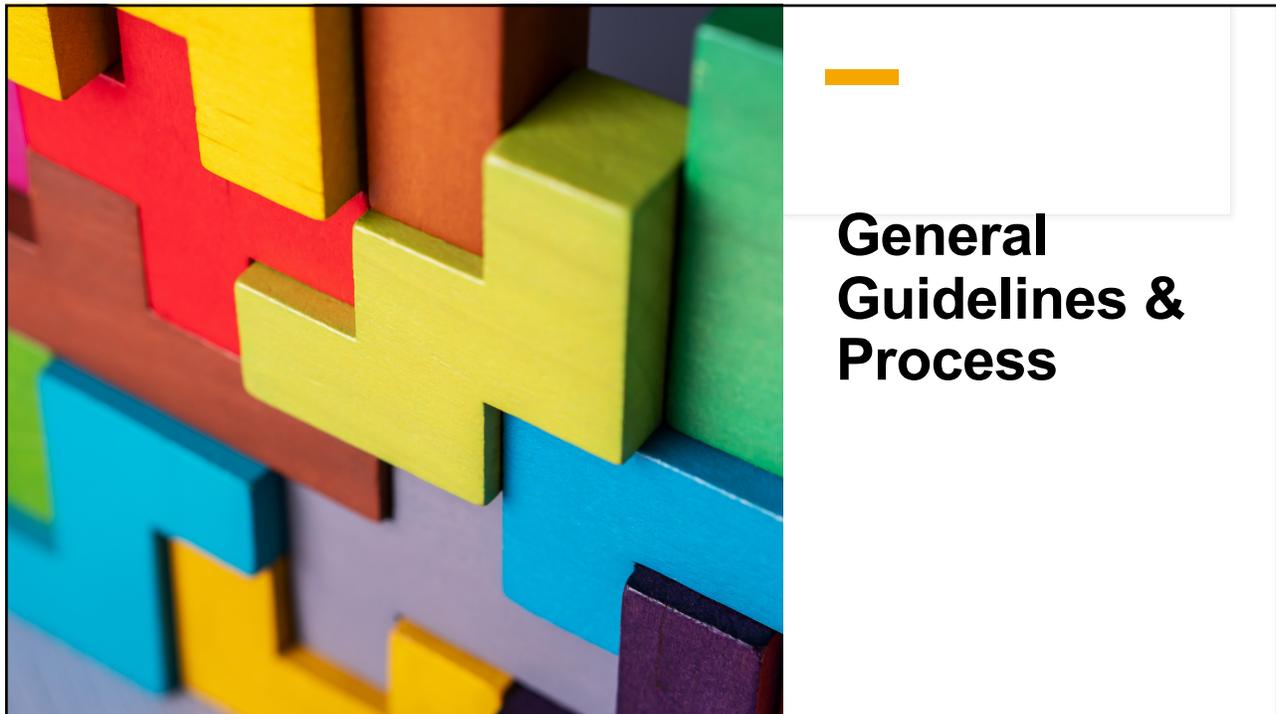
### **5. Helps students develop skills in providing feedback**

(Carless & Boud, 2018; Gormally et al., 2014)

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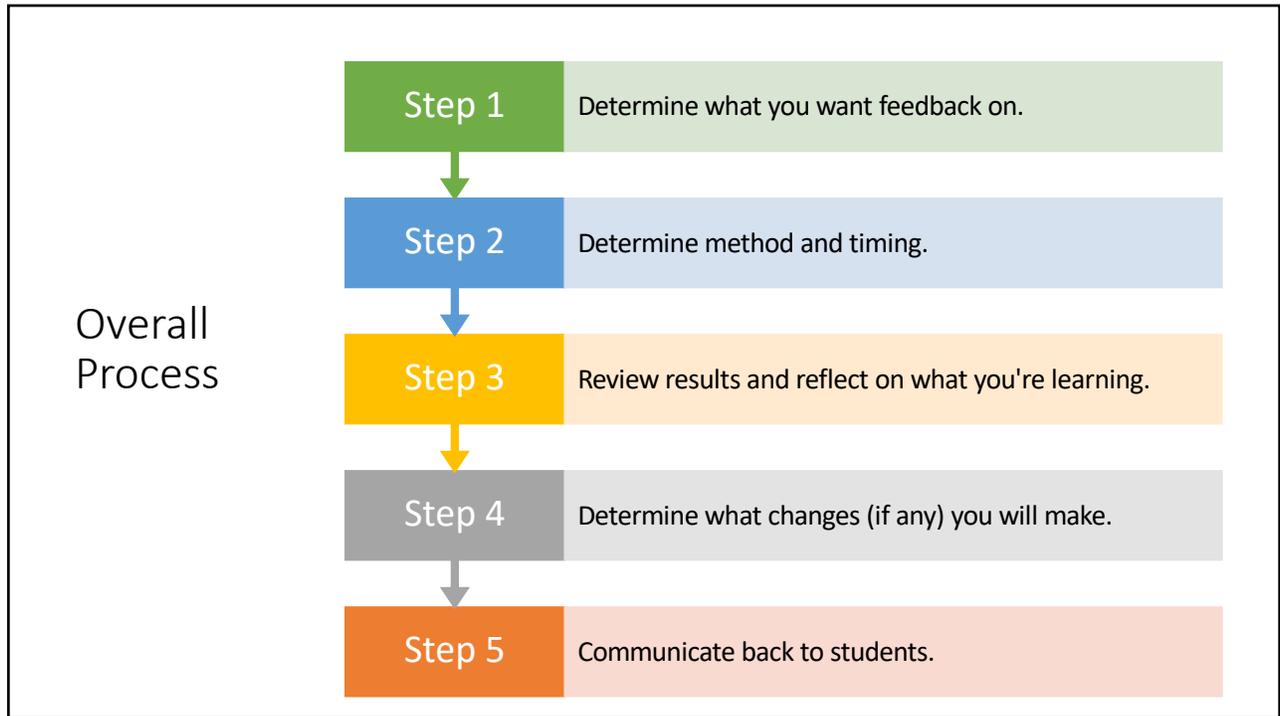


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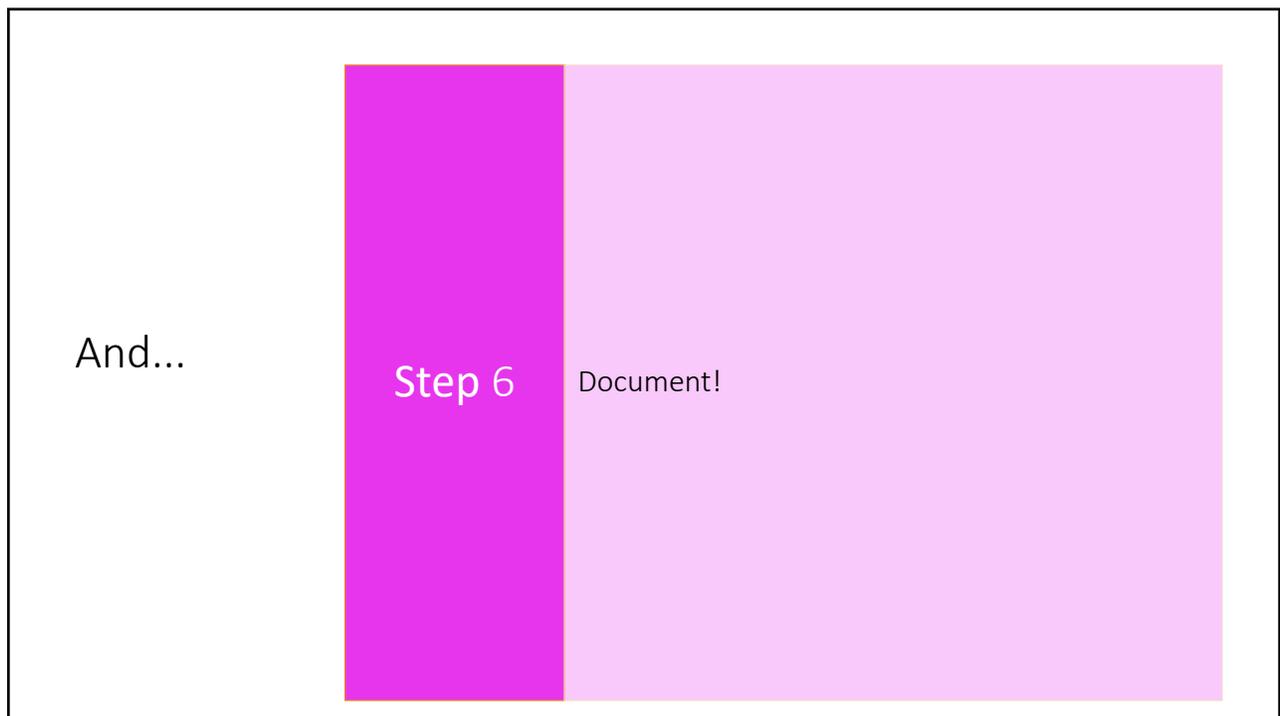
## General guidelines

- You can collect feedback anytime during the course
- Let students know why you are collecting their feedback
- Feedback can be collected online or in-person
- Feedback can be anonymous or not
- Seek feedback that is actionable

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## Approaches:

Immediate and  
Reflective

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# Immediate Feedback

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# Polls (online or in person)

Untitled Poll

00:00:11 | 1 question | 0 of 0 (0%) participated

1. How engaging was the video we just watched? (Single Choice) •  
0/0 (0%) answered

Super engaging - I was totally into it (0/0) 0%

Meh, it was fine (0/0) 0%

Snooze fest, good cure for my insomnia (0/0) 0%

End Poll



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## How do you feel today?

LOVED	HAPPY	CONTENT	SLEEPY	SAD	HEARTBROKEN	STRESSED	WORRIED	ANGRY
ESTATIC	WARM	AFFECTIONATE	SHOCKED	ANXIOUS	HESITANT	CONFUSED	DEPRESSED	BETRAYED
INTELLIGENT	LUCKY	CONFIDENT	SKEPTICAL	SCARED	HELPLESS	DISAPPOINTED	IRRITATED	EXPLOSIVE
ACCEPTED	HOPEFUL	PLAYFUL	HOPELESS	INVISIBLE	FRUSTRATED	POWERLESS	DISGUSTED	VIOLENT
STRONG	SILLY	GOOD	UNSURE	EMPTY	WORTHLESS	GAURDED	SNEAKY	RAGE
UNBREAKABLE	EXCITED	ABANDONED	LOST	ALONE	REJECTED	TOXIC	HURT	OVERWHELMED

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# Reflective Feedback

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## Plus/Delta: Overview

Asks students to consider what is working to advance their learning in the course (PLUS) and what could be improved (DELTA).

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## Plus/Delta

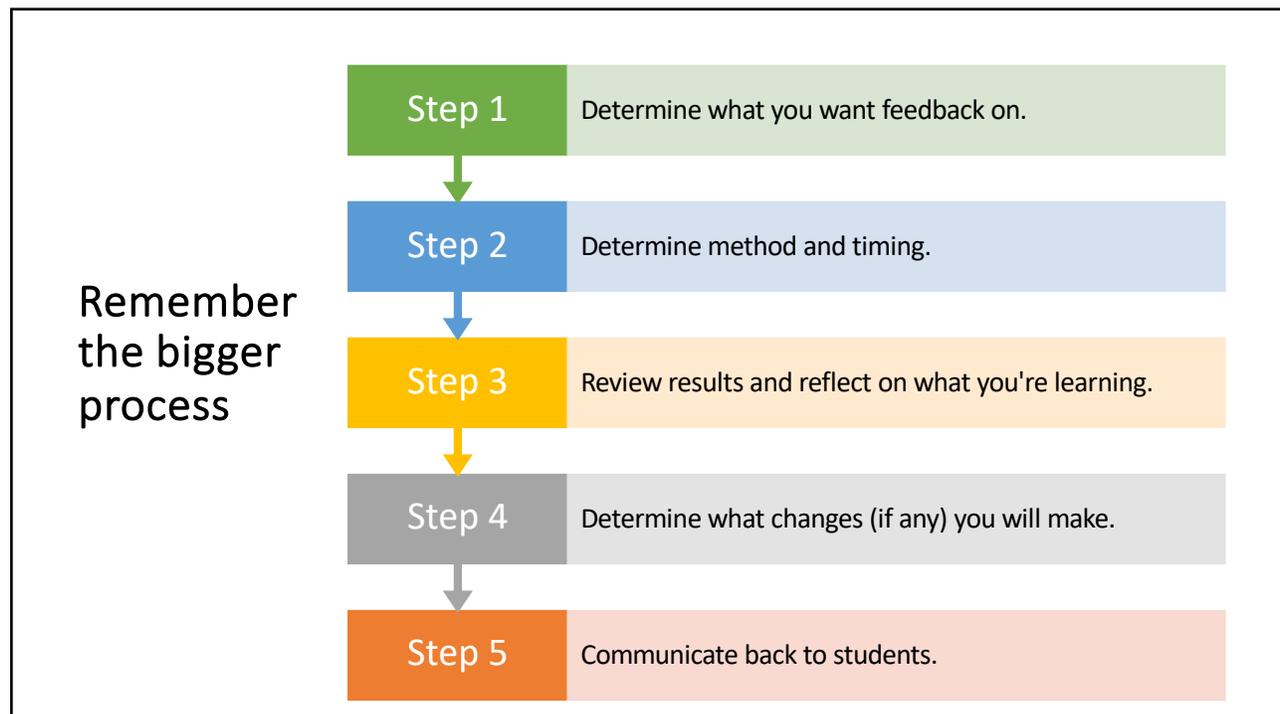
### **PLUS - What is Working**

- What is helping me to learn in this class?
- What am I doing to support my learning in the course?

### **DELTA - Opportunities for Change**

- What changes are needed in this course to improve my learning?
- What do I need to do to improve my learning in this course?

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## Stop/Start/Continue: Overview

A low/no-stakes assessment that can provide a snapshot of the student experience in the semester so far.

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## Stop/Start/Continue

Based on your experience in the course so far:

- What should we **start** doing?
  - class activities and/or behaviors would enhance learning?
- What should we stop doing?
  - class activities and/or behaviors that are negatively affecting learning?
- What should we continue doing?

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# I appreciate...

1 thing you appreciated about today's class (anonymous or include your name)

Leave on desk on your way out

I'll read from a few of them next time



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## Why appreciation?

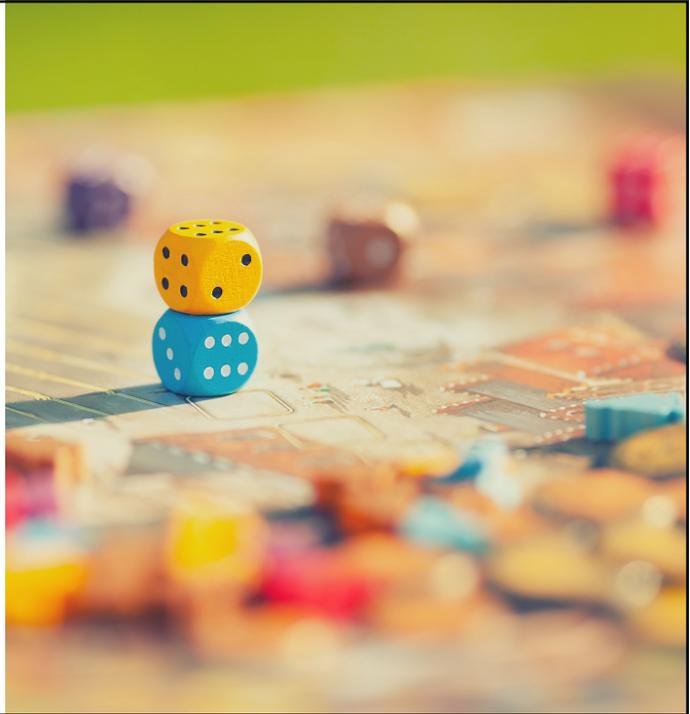
- Gratitude leads to well-being
  - Mediating anxiety and depression (Petrocchi & Couyoumdjan, 2016)
  - In post-secondary (Howells, 2004)
- Noticing things that are going well, appreciating benefits received, acknowledging help from people around you
- ≠ "Positivity industry"

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## Activity in pairs or triads

- Which approach could you try?
- What appeals to you about using the strategy you selected?
- Could anything go wrong? (worst-case scenario)
- How could I fix it?
- Tell your partner (5 minutes) then switch!

Adapted from Bonwell, 1992-3



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## Activity in pairs or triads

- Which approach could you try?
- What appeals to you about using the strategy you selected?
- Could anything go wrong? (worst-case scenario)
- How could I fix it?
- Tell your partner (5 minutes) then switch!

*Approaches include:*

**Immediate:**

Polls (digital or not)  
 Annotations  
 Value line  
 Other...

**Reflective:**

Plus/Delta  
 Stop, Start, Continue  
 Appreciation  
 Other...

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Q&A

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Institute Feedback



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# I appreciate...

1 thing you appreciated about today's session (anonymous or include your name)

Leave on table on your way out



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## Resources

**UBC Mid-Course Feedback:** <https://midterm.teacheval.ubc.ca/>

A website with information and resources for instructors who want to collect formative feedback, about their courses, from their students

**Formative peer review of teaching:** <https://ctlit.ubc.ca/programs/all-our-programs/peer-review-of-teaching-2/>

In addition to collecting feedback from students about their experience, you may want to consider a confidential formative peer review.

**One-on-one confidential consultations:** [ctlit.info@ubc.ca](mailto:ctlit.info@ubc.ca)

Contact Isabeau directly or contact CTLT for support reflecting and making sense of your formative or summative student evaluations.

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## Contact information

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