

Acquiring actionable student feedback in real time through graded questionnaires

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As teachers, it can be challenging to acquire an accurate understanding of students' experiences in our courses. While end of semester evaluations can provide actionable feedback that can be implemented in future courses, they are not useful for the course being taught at the time. During the COVID-19 pandemic it is especially important to have an accurate picture of students' experiences so teachers can respond in real time. In this presentation I will discuss a questionnaire I developed with both quantitative and open-ended questions that allowed me to collect actionable feedback from a majority of students in real time. I define this feedback as "actionable" if the feedback explicitly or implicitly provides a suggestion for at least one component of the course or teacher behavior that the teacher has the reasonable ability to modify or retain. The data comes from my Principles of Microeconomics course from a six week section in Summer 2020. Students completed the Questionnaire a total of four times during the semester. Including nonresponses, about 94% of students gave actionable feedback at some point in the semester. Roughly 68%, 72%, 74%, and 64% of students gave actionable feedback as an answer to at least one question in Questionnaire 1, 2, 3, and 4, respectively. While asking open-ended questions comparable to those that sometimes conclude end of semester student evaluations is an option, I argue that my questions can provide richer and more various answers and can also be modified for other educator roles. I hope to gain feedback on the questionnaire itself and suggestions for future work.