



Harnessing the Power of Student Feedback

A timely opportunity for effective teaching.

February 22, 2024
4-5:30 pm



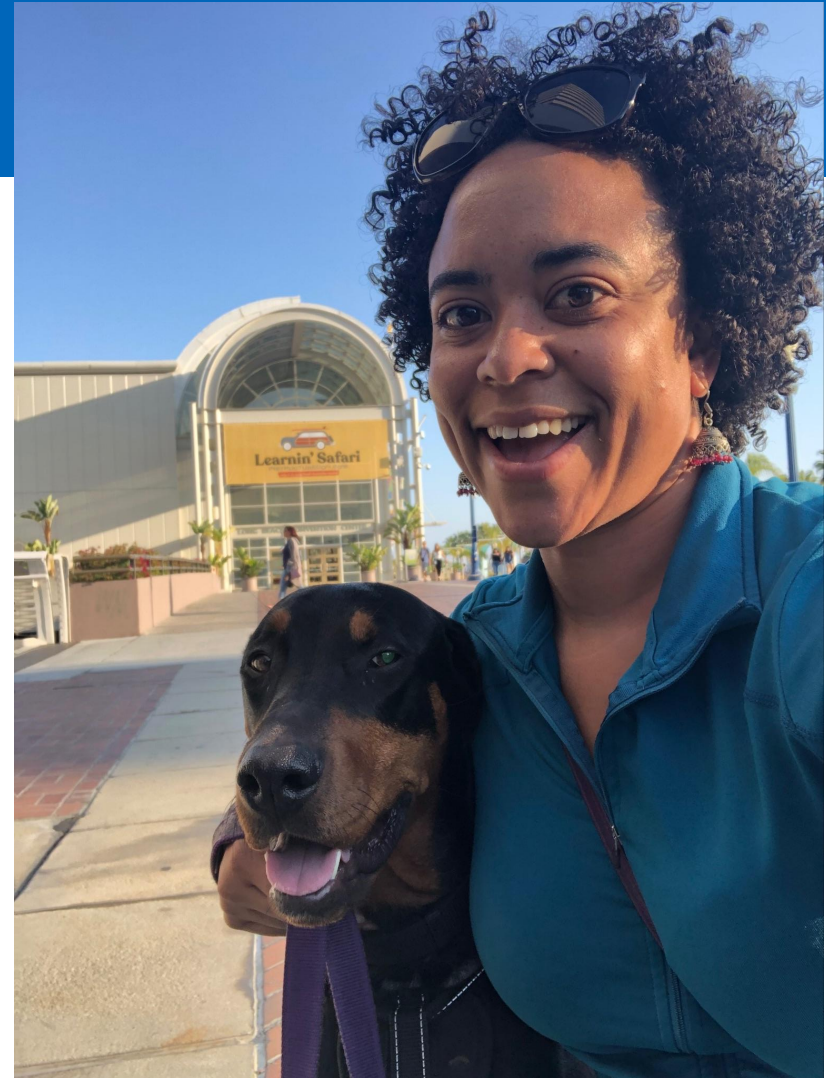
California
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Introduction

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Rolly Polly

1. Do you already utilize some type of student self assessment, informal feedback, and/or course survey?
2. How comfortable are you with using these elements in your online courses?



Learning Objective

After participating in this webinar, attendees will be able to:

- assess their online courses for opportunities to capture student feedback.
- define two types of self assessments that could improve course effectiveness.
- incorporate course survey questions and timely use into their online courses.

The what, why, when, how & where of student feedback.

What

Self Assessment

- an opportunity for students to check their own understanding without being penalized. (non punitive knowledge check &/or grade check)

Informal Feedback

- an opportunity for instructors to receive just in time feedback about the course flow. (unplanned tailored feedback)

Course Surveys

- an opportunity for faculty to get information to improve the effectiveness of their course. (preplanned feedback opportunities)

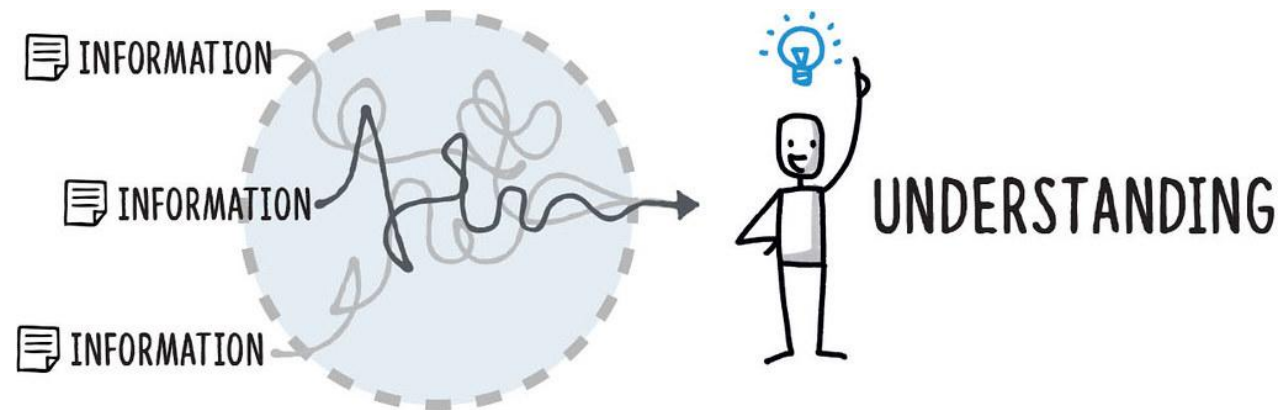
Why

Why do we provide self assessments?

- Students need a chance to check in and see if they understand.

Why do we ask for course feedback?

- We don't always know what works best in our courses.



When

When should we include self assessments?

Knowledge Check Self Assessment

- directly after the point of knowledge acquisition
 - lecture
 - video
 - resource
 - handout
 - concept

Grade Check Self Assessment

- when you would like a student to check their grade

When should we ask for course feedback?

- Welcome unit
- Midway
- End of course
- End of module/unit

When do we utilize informal feedback?

- Impromptu-no set time

For the “how” and
“where” we will
look at some
examples!



Questions?

Breakout Rooms!

How could you see yourself incorporating these timely options into your classes?

1. Self Assessments
2. Informal Feedback
3. Course Surveys

“Knowledge Check” Self Assessment Takeaways

- Canvas “Quiz” assignments worth no points:
 - Ungraded survey
 - Practice quiz
- Non-Canvas assignments:
 - Q&A on a Canvas page via tabs
 - Embed a [Google Form](#) onto a Canvas page
 - Embed a Microsoft Form onto a Canvas page
- Remember to provide explanation for wrong answers and redirect to the correct answer or material in the course.



“Grade-Check” Self Assessment Takeaways

- Canvas assignments worth points or not:
 - Quiz- Graded Survey
 - Text entry (could be complete/incomplete)
- Open ended questions for students to reflect metacognitively.
 - Do you know how to find your grade/comments?
 - Do you know where annotated feedback is located?
 - Do you know how to find your rubrics?
 - Are you satisfied with your grade?
 - What could you do differently to improve your grade?
 - Is there anything the instructor can do to help your learning process throughout this course?



Informal Feedback Takeaways

These opportunities can improve the effectiveness of the course:

- student is having in Canvas that the instructor can solve
- confusing instructions that the instructor needs to fix
- reassurance that the student is on the right track
- decrease student anxiety by quickly responding to their needs

Course Surveys Takeaways

Course surveys can include:

- Instructor effectiveness questions
- Course-related questions
- Open ended questions
- Subject specific questions

Resources:

- [Best practices and sample questions for course evaluation surveys](#)
- [Watermark | Top Course Evaluation Questions](#)



Thank you!

**Recorded webinars and a schedule of upcoming events
are available at
onlinenetworkofeducators.org/spring-2024-webinars.**

Email support@cvc with any questions!