

Examples of Statements and Questions to include on Feedback Forms or Classroom Assessment Techniques, like the One-Minute Paper:

The following questions are taken from "How am I Teaching," (Weimer, M. et. al. Magna Publications, Inc. 1988) and other evaluation forms, adapted from <http://www.engr.wisc.edu/services/elc/tahand.pdf>. If you wish to tailor a form of your own, read through this list of alternate questions and comments and select those you think are appropriate. It's a good idea to have a friend look them over to ensure that the ordering makes sense, and that the form can be filled out in the time that you have allotted. Consider leading the students to some answers, by listing some possible answers (both positive and negative). In a pilot project, Teaching Assistants at the University of Wisconsin-Madison found that students like being given different options, but others saw all the things that could be wrong and got a negative opinion of the TA even though they didn't circle the options. Don't expect the students to be able to "brain-storm" and come up with ways of improving your teaching in 2 minutes. If you ask open-ended questions, give them time and a reason for responding in detail.

Organization:

- Begins class on time in an orderly, organized fashion
- Previews lecture/discussion content
- Clearly states the goal or objective of the period
- Reviews prior class material to prepare students for the content to be covered
- Provides internal summaries and transitions
- Does not digress often from the main topic
- Summarizes and distills main points at the end of class
- Appears well prepared for class

Presentation:

- Incorporates various instructional supports like slides, films, diagrams, etc.
- Uses instructional support effectively
- Responds to changes in student attentiveness
- Uses a variety of spaces in the classroom from which to present material
- Blackboard writing is large and legible.
- Speech fillers for example "OK, Ah" are not distracting
- Speaks audibly and clearly
- Uses gestures to enhance meaning and not to release nervous tension (Repetitive gestures tend to do the latter)
- Communicates a sense of enthusiasm and excitement toward the content
- Use of humor is positive and appropriate
- Presentation style facilitates note taking
- Speech is neither too formal nor too casual
- Difficult vocabulary is explained
- Level of language is appropriate
- Establishes and maintains eye contact with the class
- Talks to the class, not the board or windows
- Varies the pace to keep students alert
- Selects teaching methods appropriate for the content

Rapport:

Praises students for contributions that deserve commendation
Solicits student feedback
Requires student thought and participation
Responds constructively to student opinions
Knows and uses student names -- Responds to students as individuals
Treats class members equitably
Listens carefully to student comments and questions
Tailors the course to help many kinds of students
Recognizes when students do not understand
Encourages mutual respect between students

Credibility and Control:

Responds to distractions effectively yet constructively
Appears comfortable and competent with the content
Responds confidently to student inquires for additional information
Uses authority in the classroom to create an environment conducive to learning
Speaks about the course content with confidence and authority
Is able to admit error and/or insufficient knowledge
Respects constructive criticism

Content:

Includes illustrations
Selects examples relevant to student experiences and course content
Integrates text material into class presentations
Relates current course content to what's gone on before and will come after
Relates current course content to students' general education
Makes course content relevant with references to "real world" applications
Presents views other than his/her own when appropriate
Seeks to apply theory to problem solving
Explicitly states relationships among various topics and facts/theory
Explains difficult terms, concepts or problems in more than one way
Presents background of ideas and concepts
Presents pertinent facts and concepts from related fields
Presents up-to-date developments in the field
Relates assignments to course content
Clearly organizes assignments
Carefully explains assignments

Interaction:

Encourages student questions, involvement, discussion, and debate
Answers student questions clearly and directly
Gives students enough time to respond to questions
Refrains from answering his/her own questions
Responds to wrong answers constructively
Provides ample time for questions
Encourages students to respond to each other's questions
Encourages students to answer difficult questions by providing cues and encouragement
Allows relevant student discussion to proceed uninterrupted
Presents challenging questions to stimulate discussion
Respects diverse points of view

Active learning:

Clearly explains directions or procedures
Clearly explains the goal of the activity
Has readily available materials and equipment necessary to complete the activity
Allows opportunity for individual expression
Provides practice time
Gives prompt attention to individual problems
Provides individuals with constructive verbal feedback
Careful safety supervision is obvious
Allows sufficient time for completion
Provides enough demonstrations
Demonstrations are clearly visible to all students
Required skills are not beyond reasonable expectations for the course and/or students
Provides opportunities for dialogue about the activity with peers and/or the instructor
Allocates sufficient clean-up time within the class session

OPEN-ENDED QUESTIONS:

"How am I teaching" recommends giving the questions in pairs--positive and negative.

When do you find the instructor to be most helpful in your learning?

When do you find the instructor to be least helpful in your learning?

What am I doing right?

What improvements could we make? How can I improve?

When do you find the instructor making himself/herself most clearly understood?

When do you find the instructor making himself/herself least clearly understood?

When do you feel most intellectually stimulated by this course?

When do you feel least intellectually stimulated by this course?

When are you clearest about what material should be in your notes?

When are you confused about what material should be in your notes?

What material are you clearest about?

What material are you confused about?

When do you feel most convinced that the course is worth your effort?

When do you feel least convinced that the course is worth your effort?

When do you feel most certain that the instructor cares whether you succeed in the course?

When do you feel least certain that the instructor cares whether you succeed in the course?

When do you feel most sure that you understand the course objectives?

When do you feel least sure that you understand the course objectives?

When do you most want to discuss the material in this course?

When do you least want to discuss the material in this course?

When do you find yourself listening most intently to the lecture material in this course?

When do you find yourself listening least intently to the lecture material in this course?

Which assignments (class activities) are most relevant to the course objectives and student needs?
Which assignments (class activities) are least relevant to the course objectives and student needs?

Other open-ended questions that can be asked, including those that could be used for a 1-minute paper:

How can I make the subject more understandable? Interesting?

What would you change in the class?

What are my strengths/weaknesses?

Do you understand the course outline, objective and grading system? What questions remain?

Is this course meeting your expectations? What suggestions do you have for improvement?

Is the course material presented clearly and in a logical manner? What could the instructor do to improve the presentation of material?

Is the instructor providing you with specific feedback on your course work? What further feedback would help you in your course work?

Are you always clear about what you are expected to learn in this course? How could this be improved?

Do you consider the grading procedures to be fair? What changes can you suggest to improve the grading practice?