

Suggested Mid-Semester Feedback Techniques for Learning Communities (08/19/02)

**Learning Community Assessment Subcommittee
(Michelle D. Cook, Graduate Research Assistant)**

The Learning Community Assessment Subcommittee Graduate Research Assistant can provide various supplies (e.g., surveys/handouts) and personnel support for data collection, entry, analysis, and communication. In addition to the techniques listed below, assistance with focus groups is also available. Do you have feedback techniques that have worked with your learning community? We would love to add your work to our list. Please contact mcook@iastate.edu.

<u>Techniques</u>	<u>Instructions</u>	<u>Supplies/Time Required</u>
Minute Paper (Periodically throughout the semester)	<ol style="list-style-type: none"> 1. Distribute half-sheet survey with two questions like: a) So far, what is the most important thing you have learned in (the learning community)? b) What important question remains unanswered? These questions are flexible and can be adapted to fit your needs. Additional sample questions include: What were the three most significant points discussed in this session? What question would you like to pursue further? 2. Have students answer the questions at the end of class/activity and collect. 3. Let students know you will share a summary and facilitate a brief discussion at the next class/activity. 4. Read through and summarize responses. Identify implications for the learning community and the students. Prepare short summary for discussion. 	<ol style="list-style-type: none"> 1. Half-sheet survey (index cards or an overhead may also be used) 2. Approximately 5 minutes in class for administration, 30 minutes to summarize, 10 minutes to facilitate class discussion
Group Instructional Feedback Technique (Four to Six weeks into the semester)	<ol style="list-style-type: none"> 1. Have a colleague come into the classroom and facilitate. 2. Individually, have the students answer the following questions: a) List three aspects of (this learning community) that most effectively enhance your learning? b) List three aspects of (this learning community) that are the least effective or need improvement? c) Suggest one or two specific, practical changes that could help improve your learning in (this learning community)? 3. Next, have the students break into small groups of three or four to 	<ol style="list-style-type: none"> 1. Colleague 2. Overhead projector 3. Printed overheads or handouts with the questions 4. Blank overheads 5. Overhead markers 6. Approximately 35 minutes in class to conduct, 1 ½ to 2 hours to

	<p>compare answers and identify two or three common answers for each question.</p> <ol style="list-style-type: none"> 4. Have the students share their group answers with the class. 5. Poll the class for agreement. 6. Read through and summarize responses. Identify implications for the learning community and the students. Prepare short summary for discussion. 	<p>summarize, 15 minutes to facilitate class discussion</p>
<p>Plus Delta (Four to Six weeks into the semester)</p>	<ol style="list-style-type: none"> 1. Distribute one-page handout with the following questions: a) In terms of helping you learn – what’s working in the learning community? b) What aspect of the learning community needs changing? c) In terms of helping you learn – what are you doing as a student that’s working? d) What are you doing as a student that needs changing? 2. Have students answer the questions at the end of class/activity and collect. 3. Let students know you will share a summary and facilitate a brief discussion at the next class/activity. 4. Read through and summarize responses. Identify implications for the learning community and the students. Prepare short summary for discussion. 	<ol style="list-style-type: none"> 1. One-page handout 2. Approximately 15 minutes in class to conduct, 45 minutes to summarize, 15 minutes to facilitate class discussion
<p>Goal Ranking and Matching (Early in the semester)</p>	<ol style="list-style-type: none"> 1. Have the students list their learning goals for the learning community. 2. Next, ask them to rank the relative importance (1, 2, 3, etc.). 3. Collect and let students know you will share a summary and facilitate a brief discussion at the next class/activity. 4. Read through and summarize responses. Compare responses with intended outcomes. Identify implications for the learning community and the students. Prepare short summary for discussion. 	<ol style="list-style-type: none"> 1. Approximately 10 minutes in class to conduct, 30 minutes to summarize, 10 minutes to facilitate class discussion

This document is developed from Angelo and Cross (1993) and Huba and Freed (2000).

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco: Jossey-Bass.

Huba, M. E., & Freed, J. E. (2000). Using feedback from students to improve learning. *In Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 121-150). Needham Heights, MA: Allyn & Bacon.