

The Practical Professor

No. 2

Quick and easy tips, questions, and suggestions for improving teaching and learning.

Some Strengths I Have

Student Feedback Technique Series #2

How do we move from a “one size fits all – this course will be almost exactly like the one I taught last year” model of teaching to one that is more diagnostically based where we modify what we do based upon the actual students in a course? Try using some **Student Feedback Techniques (SFT)**.

Quick to administer, quick for students to fill out, quick for us to review these tools help move us from the “one size fits all” model to one based upon diagnostic techniques. Having information about the particular students we have in a specific course allows us to target how we teach. Incidentally, you may have heard these techniques referred to as “Classroom Assessment Techniques” or “CATs” but we prefer the above term given the connotations of the word “assessment”.

When using an SFT tell students you need their input to target the course to **their** needs, strengths and weaknesses. Reassure them that these are not evaluation tools, that you need their honest answers, and that you will give them feedback on what you learn and how you will use their information. Allow 10 minutes for students to complete.

We will provide one of these SFT’s each month. Here is the first one.

Student Background: What do our students know? What skills or knowledge do they bring to a course? Few of our students believe they bring much; many are fairly isolated from what they consider to be the educational inner track. Start challenging the assumptions they have about being empty vessels waiting for you to heave in information with this SFT. This is one of the few times you should ask students to put their name on one of these.

In the next *The Practical Professor*: Reflective Practice Series #1

Some Strengths I Have

Everyone brings a great deal of information and experience to a course. We can have a more effective course if I know more about you so that I can mold the course somewhat to fit the needs of students **in this course**. Therefore, I need you to identify your strengths. Thanks for your help! Please put your name on this.

Work or life experiences that you have had that you believe are relevant to what we will be studying in this course include (please explain if you think it will help me understand what you mean) ...

Skills or knowledge that you have that you think will be valuable in this course include (please explain a little if you think it will help me) ...

Other courses, programs, or activities you have had that you believe will help you understand some of the subject matter in this course include (please explain a if you think it will help me) ...

Also available!

Teaching

A series of practical and innovative teaching tips for college faculty

Back Issues

The Top 10...

- No. 1 – The All-Important First Day of Class
- No. 2 – Ways to Make Your Teaching Life Easier
- No. 3 – The Crucial Second and Third Classes
- No. 4 – Ways to Show Students that You Respect Them
- No. 5 – Promote Effective Student Study Skills
- No. 6 – Components of a Well-Planned Class
- No. 7 – Observe Your Teaching Tendencies
- No. 8 – Ways to Keep Your Students Learning
- No. 9 – Ways to Get Feedback on Teaching from Students
- No. 10 – Using Short Writing to Assess Learning
- No. 11 – Getting More (and Better) Student Questions
- No. 12 – Mixing Things up Mid-Semester
- No. 13 – Engaging Different Input Preferences
- No. 14 – Helping Students Stay the Journey
- No. 15 – Ways to End Your Course
- No. 16 – Resources for Learning and Teaching
- No. 17 – Create a Memorable AND Functional Syllabus
- No. 18 – Ways to Build Your Students' Self-Efficacy
- No. 19 – Practical Study Tips to Share with Your Students
- No. 20 – Laddering Thinking Skills
- No. 21 – Learning Based Ways to End Lessons
- No. 22 – Ways and Reasons to Be Vulnerable While Teaching
- No. 23 – Using Student Groups
- No. 24 – Components of a Complete Learning Experience
- No. 25 – Ways to Use Visuals for Learning
- No. 26 – Students' Locus of Control
- No. 27 – Help Students with Rigorous Writing Assignments
- No. 28 – Ways to Shake Up Your Teaching
- No. 29 – Teaching to Inspire
- No. 30 – Paths to Mindfulness

Contact your campus Teaching and Learning Consultant (TLC) or e-mail us at:

JFinckel@asnuntuck.edu or WSearle@asnuntuck.edu