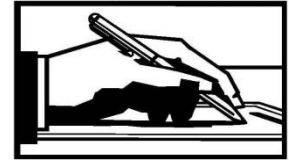


Teaching with Writing

(TWW) Tip

Ask Students for End-of-the-Semester Feedback

Teaching with Writing



Rationale: End-of-semester feedback can provide you with valuable information you can use to replicate or change pedagogical strategies in future semesters.

The process:

Choose a format

- 4x6 index card (one question per side)
- Paper and pencil survey with Likert scale response options
- Confidential online survey with Likert scale response options

Request feedback

- State your goals explicitly: you're gathering feedback to help you refine the course, and the process will be anonymous and confidential.
- Limit your prompts to two questions relative to writing assignments, writing instruction, and feedback.
 - Open-ended questions allow students to provide specific examples. Sample questions: What did you find most useful about the writing assignments? What elements of this course helped you to build and/or refine your writing? What specific changes do you suggest for this course's approach to writing instruction or writing assignments?
 - Likert-scale prompts allow students to indicate their level of agreement with such statements as: Writing assignments and activities helped me to think critically and/or creatively about course content; I felt prepared to complete the required writing assignments; I understood the criteria used to grade my writing.

Review responses

- Identify patterns in student feedback: did multiple students struggle with the same assignment? Did feedback indicate student confusion about grading criteria?
- Sort responses into two categories: (1) what worked well, and (2) what could be changed in future iterations of the course.

Summarize and share results at the next class meeting

- Thank students for their candid feedback; acknowledge negative feedback and positive responses.
- Let students know what the feedback revealed, and explain how feedback will be used to strengthen the course. If you also asked for mid-term evaluations (and used the same prompts), you can point out similarities and differences between mid-term and end-of-semester feedback.

Take feedback into account when revising assignments/approaches

- If students struggled to understand assignment grading criteria, for example, analyze the wording on any documents related to the assignment. Did the grading rubric and assignment instructions identify criteria consistently, and in adequate detail?
- Take advantage of the [Teaching with Writing web-based course design resources](#), or schedule a consultation with a member of the Writing Across the Curriculum team.

Comment:

To use the same feedback prompts for mid-term evaluation in future semesters, simply revise verbs from past to present tense.

Learn more:

- End-of-term sample feedback form: <http://writing.umn.edu/tww/feedback/end-sem-form.pdf> with procedural info: <http://writing.umn.edu/tww/feedback/end-semop.html>
- Procedures for eliciting student feedback: <http://writing.umn.edu/tww/feedback/index.html>.
- Schwartz, B.M., & Gurung, R.A.R. (2012). [Evidence-based teaching for higher education](#).

Questions? Visit us online at <http://writing.umn.edu/tww/index.html>

Further support: Contact a member of the WAC (Writing Across the Curriculum) team for a phone, email, or face-to-face teaching consultation: Pamela Flash, flash@umn.edu

Our purpose is to provide practical strategies for teaching with writing. Our goal: to offer timely and pragmatic support to faculty members and instructors who teach with writing in undergraduate and graduate courses in all disciplinary areas.