

8. Student Feedback

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1. During the Semester 學期之中

Teachers need continuous, accurate information about student learning. Asking students for their input and responding to it can reduce gaps between teaching and learning. Here are two techniques to help you assess and get feedback from your students during the semester.



老師對於學生的學習需要連續且精準的資訊，詢問學生他們的吸收情形並且給予回應可以減少教學及學習間間隙，以下是兩種方法以幫助你在學期中確認學習狀況並給予回饋

The one-minute paper is a brief, anonymous feedback instrument you can use up to three or four times a semester at the end of a class. Ask these two questions: "What is the most important thing you learned today in this class?" and "What important question remains unanswered?" At the beginning of the following class, discuss the results with students. Let them know that you've read the papers, and respond to their feedback.



一分鐘的問卷是個簡略且不具名的用具，可以讓你在一學期間使用三到四次，每次都是在課程結束時，並且問這兩個問題“你今天課堂上學到最重要的東西是什麼？”以及“有什麼重要的問題還是尚未解決的？”在接下來的課程開始前，與學生討論結果，讓他們知道你已經讀過了問卷，並且對他們的回饋資訊給予回應

In each of your classes, establish a signal for students to use if they want to call a time-out. At that point, you stop talking. Why? Because they can't take notes fast enough. Because they have questions. Because they need a moment to consider a point. Maybe the best reason is to give them ownership in the class.



在你每個課程時，建立起一個可以讓學生暫停課程的信號，在那個時候你停止講課，為什麼？因為他們筆記做不夠快，因為他們有問題，因為他們需要一段時間去思考一個點，或許最好的理由是讓他們有課程的主導權

Think about it: When we read, we stop to read something a second time, to weigh a thought or to verify a detail. Time-outs encourage students and teachers to think about material, to interact, to integrate and to assimilate.



試想一下，當我們閱讀時，我們停下來一段時間，去讓思緒澄清一些細節，課堂上的暫停讓學生以及老師去想一些教材、去互動、去整合，以及吸收

2. Midterm Feedback 期中回饋

Many instructors find it useful to get feedback from students at mid-semester, rather than only at the end. This allows you to make mid-course corrections that can benefit both you and your students. For example, if your PowerPoint slides have too much text for students to read, finding this out by midterm gives you an opportunity to change your slide format.



許多指導者認為在其中讓學生回饋很有用，比起假如只在期末做這件事。這讓你可以進行中間課程校正，不僅可以有助益於你，學生也同樣有幫助。例如，如果你的 PPT 投影片內容對於學生來說太多了，在期中發現這件事讓你有機會去改變格式

If you decide to get midterm feedback, follow these principles:

- Don't ask if you don't want to know. If you don't intend to make changes to a course or an assignment that students are having difficulty with, it's best to not ask for their input.
- Let students know that you've read their comments and will respond to them appropriately. Follow through and make changes that are feasible for that course. If students suggest changes that you can't make, explain why not.



如果你決定去進行期中回饋，遵守以下原則

不要詢問你不想知道的，如果你不想去改變學生覺得困難的課程或是作業，最好不要去問他們吸收情形

讓學生知道你已經讀過他們的結論並且會給予適當回應，跟隨這些意見並且進行改變對課程是行得通的，如果學生提到了你不能做的改變，解釋為何不能

CTE has several feedback forms that can be used as is or adapted to your specific situation. Contact us at cte@ku.edu or 864-4199.

3.Muddiest Point 混亂不清的點

The muddiest point is a simple technique that's remarkably efficient; it provides a high return of information for a very low investment of time and energy.



混亂不清的點是個簡單且有效的技巧，它對於很少的時間及力氣投注，提供一個很高的資訊回饋，

Ask students to jot down a quick response to one question: What was the muddiest point in ____? In the blank, ask students to respond to a lecture, discussion, homework assignment or instructional method.



請學生記下一個問題的很快回答，“____的混亂點是什麼？”在空白處，請學生去回應一堂課、討論、功課，或是指導方法。

This technique helps you know what students find least clear or most confusing about a topic. You can use that feedback to discover which points are most difficult for students to learn and to guide them about which topics to focus on. At the same time, this technique requires students to quickly identify what they don't understand and articulate muddy points, which engages them in higher-order thinking.



這技巧幫你去了解學生覺得最不清楚或最疑惑的點，你可以使用那些回應來去發掘最難的點讓學生去學習並且去引導他們應該卓著在那些主題。同時，這技巧需要學生去迅速確認什麼是他們不了解的並且清楚指出模糊的點，這使他們有高 點層次的思考方式。