Informal Early Feedback – A Tool for Assessment

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What is Informal Early Feedback (IEF)?

- Instructor-developed surveys
- Given around mid-semester
- Anonymous student feedback
- Rated and/or open-ended questions
- Descriptive and diagnostic information
Why do Informal Early Feedback?

- Opens a dialogue between you and your students
- Signals to your students you care about their learning
- Provides another check of students’ learning
- Enables you to identify strengths and weaknesses in your teaching during the semester
- Can help improve ICES scores
Administering IEF

1. Develop survey questions on:
   - Learning, Assessment, Teaching Style...
   - Keep-Start-Stop
   - *Ask questions “You want to know”*
   - *Feedback on alterable aspects*

2. Give in-class (~10 minutes)

3. Analyze the results

4. Debrief main points during next class

5. Consult with a colleague or a CTE specialist
IEF Sample Questions

• Rated (usually a five-point scale)
  – Rate the instructor’s ability to explain (excellent to very poor)
  – The instructor gives me clear feedback on my work (always to seldom)
  – Indicate the level of understanding you feel you have with each of the concepts: English intonation contours (high to very low)

• Open-ended
  – What is helping you learn in this section? What is the instructor doing best to help you learn? “Keep”
  – What are some barriers to your learning in this course? “Stop”
  – What changes do you suggest to improve this course? “Start”
Write Two Items

- What do you want to know about how your class is going?
- One open-ended; one scaled
- Share with someone next to you.
Resources and References


http://www.cte.uiuc.edu/Did/TAs/IEF/overview.htm (sample forms, instructions)

http://www2.ncsu.edu/unity/lockers/users/f/felder/public/
http://www.idea.ksu.edu/papers/index.html