Acquiring Actionable Feedback in Real Time Through Graded Questionnaires
Some of the questions I ask

- How do you plan to improve your understanding of the material?
- What is causing you negative emotions in the course?
- What is causing you positive emotions in the course?
- What can [teacher name] do to improve your experience of the course?
- More broadly, what can be done to the course to improve your experience of it?
Using Open-ended Questions Gives Us More Information

Consider the following question:

Rate how well the instructor communicated effectively on a scale of 1 to 5
Some of the questions I ask

- How do you plan to improve your understanding of the material?
- **What is causing you negative emotions in the course?**
- **What is causing you positive emotions in the course?**
- What can [teacher name] do to improve your experience of the course?
- More broadly, what can be done to the course to improve your experience of it?
Gain practice with goal setting, evaluation of your own progress, introspection, and understanding of how your emotions and other aspects of being human interact with your academic and professional endeavors, and how to harness your human-ness to reach your academic and professional goals.
It gives me regular feedback on what parts of the material are confusing and what I might be able to do differently to help with clarity.
Hearing From More Students

End of semester evaluations (50%)

Journal participation (98%)
I define feedback as “actionable” if the feedback explicitly or implicitly provides a suggestion for at least one component of the course or teacher behavior that the teacher has the reasonable ability to modify or retain.

- AF across semester for all students: 68%, 72%, 74%, 64%
- Total AF for all students: 94%
“The journals and the lectures”

“The idea of this journal assignments give me positive emotions because it makes me feel like I can talk directly to the professor just like a regular class in person and express how I feel honestly about how things are going.”
Problems Resolved

- “Tobias has already done everything possible, I'm satisfied with the course. “
- “As we reached the end of the course, everything that could have been done to improve the course was done. “
Suggestions

- Be aware of student biases. Tell students about biases in evals.
- Identify extreme answers using methods such as sentiment analysis
- Other roles in education:
  - Success coaching
  - Academic advising
  - Retention
Tobias Brevik
Email: t.brevik@fsu.edu
Twitter: @TobiasBrevik