Questions for Professors

Thanks so much for agreeing to chat with us. We're a group of MIDS students working on our capstone and as part of our class, we're conducting a number of interviews to better understand our stakeholders.

We'll first start off with some general questions and then begin to dive deeper into our topic of feedback. All of what we discuss today will not be shared with anyone but internally in our four-person team. If at anytime you'd like to pass on a question or come back later to it, we're happy to do so. Before we start, do you have any questions?

Great let's begin!

First we'll ask some questions about your background in teaching.

- Name - Paul Laskowski
- Date - 2/25/19
- Would you mind telling me how long you've been teaching?
  - 6 years, began at iSchool (pre MIDS)
- Has it always been virtual classes?
  - Since MIDS started, does mix of virtual and in-person classes

Thank you! Now we'll move into our focus of what we're investigating, which is student feedback and satisfaction regarding the courses you have taught and are teaching.

- In your own words, could you tell us what your preferred way of receiving feedback from students is? Whether it's pedagogical, content, style, or otherwise?
  - Any way is best! Always happy with feedback - "All feedback is awesome, really can't get enough"
  - Feedback that's direct (from email, or after class) is usually the most valuable
    - Much more real-time than the mid-, end of semester surveys
  - DIfference between virtual and in-person classes?
    - Uses google forms in-person classes to get extra feedback
    - Office hours are good for prodding in both forms
    - Online is more work to create those casual spaces
  - Currently experimenting with google forms as way to get student feedback
    - Rate it on scale 1-5
    - Brought it up as a way to get feedback from students who aren't necessarily vocal, and who aren't predisposed to giving verbal feedback
- How much do you feel the current feedback you receive is informational versus actionable?
  - If not actionable, how would you make it more actionable?
  - What can we implement right away, vs what is long term?

- - - Some stuff is just inherently slower - want to keep track of this stuff over time
  - Think about your last complete class.
    - Throughout the term, at what frequency do you receive feedback from students (both formal and informal).
      - Fear that students get tired of providing feedback, esp. With formal surveys
      - Would love a crude, 1-dimensional "knob" of engagement in the day-to-day
      - Doesn't want to force students to put in effort to conceptualize feedback, but just do something that's easy/not hard/not thought-intensive
      - Wants "quick takes" week by week, and only thinks that we should be imposing on students 1-2 times per semester
  - Switching gears, how do you gauge how students are generally feeling about the class?
    - Do you wish you knew about this more frequently? Less Frequently? I.e. more data points, fewer data points?
  - What is one type of feedback/information you wish we collected that isn't collected now so you could use it?
    - How much do you enjoy these methods / find these methods valuable?
      - Specific teaching methods
    -
  - Think about a time when you were able to make a change to the course that resulted from some student feedback. Could you tell me what the feedback was and what you did?
  - If you had a magic wand and could wave it and change the way feedback structure is implemented in MIDS, what would you would you want to be done differently?

Do you have anything else to add?

Thank you very much for your time! We really appreciate your help.

- Organization
  - Things like agendas bubble
  - How many people agree with this?
  - Would like an alert that everyone hated homework 5

How do you get feedback from students today? (surveys, in person)
- What is the approximate split (50/50? 70/30?) between anonymous feedback and direct feedback?
- What is your preferred method to receive feedback?
- What kind of information do you usually get from this kind of feedback?
- Do you get the raw feedback and analyze/pull insights out, or does it come to you already synthesized?
- How do you turn this into feedback actions to take?
- How long does this take you?

If you could change the way you receive feedback, how would you?
- More direct feedback?
- Able to see who said what?
- More often?
- Separate feedback by type (course content, homework, teaching style?)
- Level of feedback? (Course, section, individual)

How do you generally gauge how students are generally feeling about the class?
- Do you care about this as the semester progresses?
- Is this even something that is helpful?

Tell me about a time when you were able to make a change to the course that….