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
  - Annette Greiner
- Date
  - 2/27
- Would you mind telling me how long you've been teaching?
  - How suprised she was about getting to know the students. It's very similar to seeing them IRL. Blown away by the personalization of it. Felt like a real class. Expectation was different - limited contact.
  - No experience.
- Has it always been virtual classes?
  - Yep

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?
  - Surveys are pretty useful - get imput from more than one person. Can see what the higehr priortiy is based upon what people say iaboutit.
  - 1:1, if it's eosomething idfficult, they can get a lot of content. Email works.
  - Always had two surveys - 2U They do their own survey. How's the hardware working. How's the experience using theirsytsem.
  - Berkely has their own surveys about hte course.
  -
- How much do you feel the current feedback you receive is informational versus actionable?
  - Would want things to be actionable. It's good to know how students are doing through te course - if something's difficult for people. It all comes down to taking

some sort of action. Want to come down and see why is the course challenging, and how to make it less so.
- ○ If not actionable, how would you make it more actionable?
  - ■ It would be neat to give a different style of question - 10 chits to spend on different aspects of the course to learn more on the course, would like to focus more on the content.
- ● Think about your last complete class.
  - ○ Throughout the term, at what frequency do you receive feedback from students (both formal and informal).
    - ■ Do you feel like you'd have liked more frequent feedback, less frequent feedback, or was it a good pace?
      - ● What is the approximate split (50/50? 70/30?) between anonymous feedback and direct feedback?
  - ○ To your best ability, try to recall the specific feedback you received from this past complete term.
    - ■ Generally, what kind of information did you receive?
      - ● Positive, negative, both, etc.
- ● Switching gears, how do you gauge how students are generally feeling about the class?
  - ○ Relying on the lecturuers because she's course lead. Functioning as a lectuer - body language is a big part of it. If they stop the camera. If they view the content. Can get a general sense of students, particularly if students have a lack of engaement in class.
  - ○ Do you wish you knew about this more frequently? Less Frequently? I.e. more data points, fewer data points?
    - ■ If we had an inexhaustable - have feedback at every week - how does it rate versus every week, but it would be way too much work for the students and the course would stuffer for it.
- ● What is one type of feedback/information you wish we collected that isn't collected now so you could use it?
  - ○ Pretty happy with their approach
  - ○ Most useful to see longitudinal data over semesters.
  - ○ One thing that is missing - hearing from students who have graduated and how they apply their classwork to their careere.
- ● 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?
  - ○ Revamped the course a few seemsters ago - very much focused on feedback - tey needed more help on the webdevelopment stuff. So Frontloaded the course intuitino on web devleopment stuff. When we get surveys back - there's this particulary module isn't as helpful. Mabye this module needs to be re-thought.
    - ■ Especially when more than one person points it out.
- ● 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?

- - Chits and voting as described above
  - Getting more information about the relative merits of the components of the course. This is missing - it's this works for every course, but it takes a lot of work to customize it. But moer personlized for each course would be super helpful.
  - How do students feel about it after the fact? And try to apply it. It was painful but it was worth it.

Do you have anything else to add?

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

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….