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: Morgan Ames
- Date: Feb 28, 2019
- Would you mind telling me how long you've been teaching?
    - MIDS: 1.5 yrs (her fifth semester teaching)
    - Doctoral seminar for last two semesters
    - TA as grad student (PhD in Comm)

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?
    - Depends on the student -- some students come to office hour, talk a lot, which Morgan prefers; there are many students who she never talks to one on one SO the end of the semester eval can be helpful, but a lot of the answers are very general which isn't helpful.
    - Broadly speaking, a lot of bias in evals (women, race etc.). Generally her evals/feedbacks have been good but she's mindful that perhaps people who teach more introductory classes there are more variety of people (231 peopel choose to take vs. lower div everyone has to take)
        - Classes people choose to take tends to have better feedback
    - On the fly and informal feedback tends to help ("that reading is too dense!")
    - In person, end of term, lower barrier slack feedback
- Do you think it's easier to get feedback in person?
    - Morgan thinks its harder for people to give feedback face to face. There are few who are very excited and want to delve in deep but most cases are that students have to balance work/school and so they just want to get by and don't want to be confrontational

- - - ■ Much easier to send a message via slack
      - ■ Three questions in Morgan's class? (sorry, April's not familiar with this)
    - ○ Required check points help
- ● Slack - group channel or DM better for receiving feedback?
  - ○ Really depends on students -- some reach out one on one, but she gets more critical/useful feedback in the general channel
    - ■ Open forum tends to stimulate students more
- ● How much do you feel the current feedback you receive is informational versus actionable?
  - ○ Occasionally actionable tidbits; students would say "this was great" or "this was a waste of time" and that would help her think should i focus on this or that (morgan brought up specific example regarding nathan? About course material)
  - ○ You get about ⅔ students who fill out the eval, she thinks those who dont fill it out probably have nothing to say, and usually it's feedback regarding guest lectures that's actionable
  - ○ If not actionable, how would you make it more actionable?
    - ■ "I just want to hear more about what students thought about reading, material, etc" there's a lot instructors can change as long as instructors are aware
      - ● Ex. 5, 6 readings for 231, if instructors have feedback, they can help reduce # of readings, find those that are most useful
      - ● Similar case for assignments
        - ○ "Was the design of the assignment effective?"
    - ■ She would LOVE to know from students, "5 yrs from now, what was the most useful from class x"
    - ■ With student's feedback, morgan says they can shift the class to be very different design