

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
 - Andy Reagan
- Date
 - 2/25
- Would you mind telling me how long you've been teaching?
 - Started teaching 2015. Taught at Berkeley when at UVM. Taught online 2016-2018.
- Has it always been virtual classes?
 - Started with traditional classes, then taught online.

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?
 - Currently see it from survey - mid semester and end of semester.
 - Sometimes get informal feedback.
 - It's easier in person.
 - While in Zoom, you can see if people are surfing the web - Real Time feedback. You can see people's faces.
 - You can kind of tell people feel like it's boring. If nobody is saying anything, it's probably not terribly effective.
- How much do you feel the current feedback you receive is informational versus actionable?
 - Most of the time it's pretty actionable. - it's up to the individual. - something like More D3 up front.
 - Mid-semester is harder, because it's often too late. Make bigger changes at end of term.

- Sometimes hard for students to gauge the usefulness of a class, in the moment. Sometimes it's too quick to ask for feedback in the moment.
 - MIDS does ask which parts of courses do you use every day?
 - MIDS does a very good job of this, at least from what i've seen.
- What is one type of feedback/information you wish we collected that isn't collected now so you could use it?
 - Longer-term stuff and Maybe of the signout on zoom - a 1-10.
 - Don't ask if today's class was good or bad. I don't care about how they feel about it, Did you learn anything today. Something more focused on the outcome than on the opinion.
- 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?
 - Go over visual illusions - and vision system. Feedback we got - how does this apply to data? I'm not going to be making a chart about visual illusions. So what we did with that is take those illusions and tie it to a specific example.
- If you had a magic wand and could wave it and change the way feedback structure is implemented in MIDS, what would you want to be done differently?
 - The very long-term stuff is the most important part of all. The biggest part is how well are people prepared for the workforce. One thing I've learned, in industry - when I was in EDU, he was writing D3 and stuff. But in profession as a DS, he hasn't written any production code.
 - Or should we focus on making better Excel charts?
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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....