• Isn’t this helpful?
• Can’t you see the complex relationships demonstrated here?
• This is an example of a real slide designed to convey the American strategy in Afghanistan.
• It was shared by the New York Times, which is a newspaper in New York. That some people read.
• Have you been to New York? I have. It is nice.
• Don’t you wish this slide was easier to read?
• Don’t you wish you could tell me there was a problem with this slide?
• Don’t worry, this will be explained simply in the next 248 slides!
Why Immediate Feedback?
More likely to get a response if it is part of the experience

• Response rates can be a challenge for surveys after an event

• People’s attitudes or opinions may be less clear a few days after the event
Service recovery – make changes on the fly

• If you knew someone was frustrated with your program/service, wouldn’t you want to be able to fix it as quickly as possible?

• If someone in the back of the room can’t hear your presentation, wouldn’t you want them to tell you to speak up?
What happens when someone experiences dissatisfaction? Most people do NOT complain.

Of all of these options, you want them to complain to you so you can fix it – not to a friend, not go somewhere else, not complain on Yelp, etc.!

(Slide from Prithvi Ghag, 2013 http://www.slideshare.net/prithvighag/service-recovery-24371765)
Components of an Effective Service Recovery System

- Do the job right the first time
- Effective Complaint Handling
- Identify Service Complaints
- Resolve Complaints Effectively
- Learn from the Recovery Experience

+ Increase Satisfaction and Loyalty
- Conduct research
- Monitor complaints
- Develop “Complaints as opportunity” culture
- Develop effective system and training in complaints handling
- Conduct root cause analysis

Close the loop via feedback

(Slide from Prithvi Ghag, 2013 http://www.slideshare.net/prithvighag/service-recovery-24371765)
Active engagement as a learning tool

• It can be fun!
• It forces you to be more engaging with your presentations and events
• Gather feedback on what students are understanding from your presentation
Approaches

• Asking questions
• Observational assessment
• Formative assessment for groups and presentations
• Electronic tools
Asking Questions
Asking Questions

• Instruction which includes asking questions is more effective than when it is not included

• Combination of lower level and higher level questions is recommended, with at least 50% at higher level for college students
  – Low-level question: How many states were part of the United States in 1900?
  – Higher-level question: What were some of the arguments for and against adding Oklahoma as a state in 1907?
What if they give the wrong answer?

• Use redirection and probing, try to avoid vague or critical responses to the wrong answer
• Redirection: “What would be the impact on taxes and spending for adding a new state?”
• Probing: “Who might care about whether or not a new state is added to the Union?”
• Consider using the “PPC” model
  – Pluses (what I like about your answer is…)
  – Potentials (you are on the right track when you…)
  – Concerns (However the population of Oklahoma in 1900 was quite small, which suggests…)
But make sure your questions are engaging – don’t be like Ben Stein!
Wait-Time

• For lower-level questions, wait-time of 3 seconds or more is recommended after posing a question
• For higher-level questions, wait-time can be much longer and should be much longer
• For students with perceived lower ability, need to offer even more wait-time (the temptation is to offer less)
Write out questions in advance

• Anticipate possible responses and ways you could redirect or probe

• How can potential answers from students be used to foster more learning? You don’t always have to get to the “right” answer immediately and can use it as a way to get students to reflect on their thinking

• Take notes immediately after the session on surprising answers or unexpected responses – what seemed to work and where did students seem confused?
Observational Assessment
• Works best for specific desired observable behaviors
  – E.g., do students wipe the mud off their shoes as they enter the building?
  – Do students use the hand sanitizer when they enter the dining hall?
  – Can also create a task for students to perform in a session
• Need clarity on what specific behavior is desired
• Create a way to document those behaviors, such as a checklist or table

<table>
<thead>
<tr>
<th></th>
<th>Wiped feet</th>
<th>Did not wipe feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analyzing a 2 x 2 table

• A chi-square test would tell you about the association between the two variables (feet wiping and time of day)
• You can use an online calculator (like: http://vassarstats.net/newcs.html)
• Or I can help you with this
Formative Assessment Tools for Groups and Presentations
No “gold standard” in formative assessment – what works well in one place may not work well in another!

There are dozens of choices – find what works for you and your students.

Following examples are from Angelo and Cross (1993).
Minute Papers

• Give a prompt at the start of the session, have students write on one side of a piece of paper
• After the session, have students respond to a similar prompt on the back side of the piece of paper
• Collect the papers and examine differences in what students wrote about
Focused Listing

• Easy to prepare and implement
• Select a topic or concept that is important (either coming up or already covered)
• Students write a few words or phrases that they associate with that topic / concept
• Give a time limit
• Can quickly sort into piles “get it,” “kind of get it,” “don’t get it”
• Can share your list, can share good examples from students in class, etc.
Daily Summary

• ½ page of paper collected from each student at the end of session
• List 1 thing you learned today that was interesting to you:
• List 1 thing you still have a question about that you would like answered:
• List 1 thing you found confusing or difficult to understand:
• Can respond individually, or at the start of the next session, or on website
• Can also have a “question of the day” to which students respond (instead of list one thing you learned today)
Pro and Con grid

• Forces students to see both sides of an issue or topic
• Have students make a list of pros and cons (set limits) for a particular idea or event
• E.g., Imagine you are Hamlet, list the pros and cons for (SPOILER) murdering your stepfather, Claudius.
Modeling

- Students act out or demonstrate what they know
- E.g., pose as the figures in a painting, demonstrate how combustion occurs in an engine, etc.
- Can give different small groups different assignments, then observe and assess how the understanding is demonstrated
- Can have students give critique as well, and then have group re-perform the demonstration with the changed actions
Ethical Dilemmas / Case Studies

- Students receive a brief case study that poses an ethical dilemma (or issue relevant to the class)
- Students respond briefly and anonymously (if desired), and responses are analyzed to check understanding and values or attitudes
- Good for applying a principle to a scenario, for example
Diagnostic Learning Logs (Journals)

- Students keep records for each class or assignment, such as list of main points of the day, what might be unclear, problems encountered or errors made, and successful responses
- Regular reflection and analysis of own learning and progress
- Entire books on journaling as a classroom teaching and assessment tool (e.g., Stevens and Cooper, *Journal Keeping* 2009).
Recall, Summarize, Question, Connect, Comment (RSQC2)

• Can use some or all of the elements, really a group of techniques
• For example:
  – At beginning of session ask students to list the most important ideas from the previous session or about what they already know about the topic
  – Ask a question about content
  – Make a connections between what students are learning in other places or in other sessions
  – Comment on how they felt on their ability to be prepared to attend the session
• Collect the responses, give examples of good summaries, use to inform planning, and support students’ self-regulation of learning
Peer-to-Peer Assessment

- Students can give each other feedback on an activity, presentation, project.
- Students will require some kind of training prior to giving the feedback – on how to give feedback, on the criteria to use, and so on.
- Sometimes students won’t give honest feedback or are reluctant to provide any negative feedback.
- The “pluses, potentials, concerns” model could be one approach.
For example

• Spend three minutes writing a brief message to other students about why it is important to be involved in service learning
• Trade your message with a partner
• Partner, identify the pluses of the message (what you like about it), the potential (what such a message might lead to), and concerns (grammar, lack of clarity, not convincing, etc.)
• Then have students share about the feedback and identify the components of a key message about service learning
Self-Assessment

• Similar to peer-to-peer assessment
• Students require training on how to self-assess
• Students can anonymously submit their self-assessment scores so you can aggregate and see strengths and areas for improvement
For example

- Train students on the various levels and components of the intercultural competence rubric
- Show examples and describe in detail
- Have students self-score themselves on their own level of knowledge, ability, attitudes using the rubric
- Can share scores anonymously (using a survey or other tool described below)
- Can repeat over time to get a sense for students’ perceptions of their own growth
Electronic Tools
Text Free Web (formerly “Pinger”)

- **http://Textfree.us**
- Get a free phone number to send and receive text messages
- Can access through the web
- Also have a mobile app
- Can use it to receive live feedback, respond to questions during a presentation, or a “ask a question” all through text messages
- Try it: 701-403-8961
UND appears to use TextMarks; it’s not clear the extent to which it has been successful for them.
Campus Labs’ Student Response

• Similar tool to classroom clickers, but no equipment or subscriptions required for students
• All Division staff with a Campus Labs account can make and administer live quizzes / polls / feedback sessions
• Students respond through a mobile device, laptop, desktop using http://srs.campuslabs.com and your unique connect ID (1451)
• Students can use their real name or a fake name
• Try it!
Kahoot It

- [http://getkahoot.com](http://getkahoot.com)
- Create learning games for online interaction during an event
- Students participate through an internet-connected device
- Players can compete in teams or against each other to earn points with correct answers
- Can use for polls and discussion generation as well
- Let’s try it!
“Tawk”: Website Chat Tool

- [https://www.tawk.to/](https://www.tawk.to/)
- Students can ask questions from your website, and you can respond in real-time in chat format
- NDSU Bookstore currently uses on their website
- Track common questions, identify confusing aspects of your website, receive feedback, etc.
- Works on mobile devices
Same-Day Surveys

• These usually focus on service recovery as they tend to work like a suggestion box
• Can have open survey link posted on the wall, on a receipt, or QR codes scattered around the facility
• Can set up Qualtrics to automatically send you an email any time a student completes the survey
• If you want a chance to follow-up be sure to ask students for their contact information (recommended)
Summary

- Many advantages for using immediate feedback tools
- How might you use one or more of these tools in the future?