STUDENT FEEDBACK IN REAL TIME

ONE MODEL TO SOLICIT, ANALYZE, AND ENGAGE MEANINGFULLY IN THE CLASSROOM

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TODAY’S TOPIC

One informal model to solicit feedback from students across subjects and curricula can be implemented with minimal effort. It can be easily adapted to accommodate different teaching styles, bringing questions and alternative strategies to share.
anecdotal

don’t have all the answers

this won’t change your life, but it might help
PURPOSE OF STUDENT EVALUATIONS?

○ identify problem teachers
○ get feedback
○ assessment
○ anything else?
PROBLEMS

- bias
- data http://benschmidt.org/profGender/#

- faculty status

- are students qualified to assess
CONTEXT: 2010
MOTIVATION

- do no harm
- be better
- be me
THE PLAN

Listen
- take student feedback to heart, but don’t take it seriously

Learn
- consult with colleagues

Lean
- be authentic
  - identify and lean into strengths
  - manage expectations
  - solicit feedback
  - consider, adjust, report back and repeat
Name: ______________________ (Optional)
EXAMPLE 1

✓ Talking through our current research methods
✓ Being able to start assignment in class
✓ PPT x 4 (e.g., font, flowcharts)
✓ How to get updates of changes
✓ Flexibility w/breaks & scheduling
✓ Syllabus
✓ Going over best practices

• Would like to work through a problem
  • Assignment 1
• Help with mechanics of researching (Westlaw/Lexis)
  • Assignment 1
• Persuasiveness/authority of secondary sources
  • Never binding, but courts may cite at their discretion – typically restatements, multi-volume treatises, law reviews
• Difference between USC/USCA/USCS?
  • Class 3
EXAMPLE 2

KEEP IT UP

- Pace
- Powerpoints
- State Reporter Map
- AOC State Flow Chart = Awesome
- Dockets demo x 2
- Optional readings
- Ken Bone
- Goldfish crackers

CHANGE & REQUESTS

- Too much review
- Published v unpublished (confusing)
- Can you cover tribal treaties research
  - http://guides.ll.georgetown.edu/nativeamericanlaw
EXAMPLE 3

**Great/awesome x 12**
- “I can feel your passion”

**Informative/helpful/clear/Q&A x 11**
- “Made it kind of fun to research”

**In class exercise x 8**

**Energy/enthusiasm x 7**

**Funny/GIFs/truths & lies x 6**

**PPT, clear slides x 5**

**Hands on help/law fellows**

**Pacing**

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**More time x 5**

**More in class exercises/examples x 3**

**Pre-class videos x 2**

**Zoom in on screen captures x 2**

**No GIFs / Dr. Horrible GIFs x 2**

**Information overload x 2**

**Need to simplify comparison slides (WL/LN)**

**Pacing**
BENEFITS: INTENDED

- accounts for different collective preferences (e.g., no group work)
- better evaluations
- better teacher
- low/no cost + high benefit
**BENEFITS: UNINTENDED**

- Students develop a more sophisticated understanding of teaching
  - Empathy
  - Balance
  - Teaching to all, not just to one

- Students regularly report in formal evaluation appreciating:
  - Being encouraged to “take ownership” for their learning
  - Feeling heard/valued → validation
  - Recognizing my commitment to their learning

- Data point
  - Save feedback slips
ALTERNATIVE IMPLEMENTATION

- 100% participation
- Absent feedback loop
- Poll everywhere
- Co-teaching
- Frequency
- Stop/start/continue
- Adjusted for staff evaluations of supervisors
BRAINSTORMING

- other alternatives?
- what has worked for you?
QUESTIONS?

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Also happy to share materials and answer questions offline.
STAFF FEEDBACK

Keep
- driven leader
- forward momentum
- open door policy
- meetings run efficiently
- clean up days
- support initiatives that matter to staff
- smooth sailing so far

Change
- Meet periodically with TS dept
- Annual review process is difficult
- Projecting meeting minutes
- Share admin goals
- Prefer going around room during meetings
- Hold all library town hall meeting
- Can’t think of anything
Teaching Style & Goals

Teaching Style
- Informal
- On the fly
- Take you/your time/teaching seriously
- Solicit your input and will adjust class if possible

Goals
- Confident, effective legal researchers
- Research strategies
- Representative resources
- Library services