

GATHERING STUDENT FEEDBACK ABOUT TEACHING AND LEARNING





Gathering student feedback is an effective way to involve students in their learning and provides them with an opportunity to share their opinions, preferences, and levels of confidence and understanding. It also provides insight into your instruction and programming allowing you to adjust strategies, approaches, and activities to strengthen the learning environment. This resource provides 10 easy ideas for gathering student feedback that can be incorporated into many learning environments.

Gathering Student Feedback About Teaching and Learning
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When gathering feedback from students regarding their opinions, preferences, and levels of confidence and understanding:

- use multiple strategies
 - before, during or after participation in learning experiences
 - verbal, visual, written/diagrams, kinesthetic, technological, or a combination
 - individual, pairs, small groups, or large groups
- select strategies that fit well with the learning situation:
 - the amount of time you have to gain the feedback
 - the abilities of your students
 - your purpose for gathering the feedback
- preplan meaningful questions and/or prompts that will lead to more focused feedback
- ask fewer questions and ask them often
- provide opportunity for student initiated feedback
- thank students for giving their feedback
- share with students any recurring messages or topics from their feedback and how you plan to respond
- use feedback to:
 - differentiate content, process, product, and the learning environment to meet the needs of a variety of learners
 - inform plans for future lessons
 - determine needs for classroom or school-wide action that can enhance the learning environment for all.

10 Ideas to Gather Student Feedback

1. Physical responses
2. Journal or reflection
3. Suggestion box
4. Survey or questionnaire
5. Interest inventory or ranking scale
6. Guided student storytelling
7. Teacher-student(s) conversations
8. Exit slips
9. Magnetic boards
10. Group collaborative responses





Time to Implement:
1 minute

1. Physical Responses

Students can respond to prompts or questions provided by the teacher using predetermined gestures or physically moving their bodies to assigned locations. These are three simple and quick examples of how to get immediate feedback from every student.

Examples:

■ Fist to Five

Students respond to a statement or question by holding up a closed fist (e.g., strongly disagree; I have no confidence) or 1 to 5 fingers (e.g., 5 - strongly agree; I am very confident).

■ Thumb Up

Students respond to a statement or question by holding their thumb up (e.g., agree, got it, good to go), thumb sideways (e.g., not sure, undecided, understand somewhat), or thumb down (e.g., disagree, need more time, don't understand).

■ Four Corners

Students respond to a statement or question by moving to a corner of the learning space that represents their response. Each corner is assigned a response or object to orient students to (e.g., SE corner - strongly agree; table tennis racquet; SW corner - somewhat agree; paddle bat; NE corner - somewhat disagree; badminton racquet; SE corner - strongly disagree; tennis racquet)

Examples:

Teachers can provide statements/questions such as:

- The movement activities we just participated in challenged my cardiovascular endurance.
- What equipment would you like to have available tomorrow to practice sending skills used in net/wall games? (provide 4 options)
- I feel confident that I have gathered enough information to complete my social skills inquiry project by the due date.
- I understand the strategies to use in invasion/territorial games.
- Which striking/fielding game do you want to play tomorrow? (provide 4 options)
- What grade level would you feel most confident in working with to meet the course leadership outcome?
- I need more skill practice time before moving on to playing the game.





Time to Implement:
5 to 15 minutes

2. Journal or Reflection

Whether presented in writing (e.g., duotang journal), visually (e.g., photos, diagrams), or orally (e.g., audio recording, discussion), students respond to prompts or questions provided by the teacher. Technology (e.g., Seesaw digital portfolio) can help facilitate this process. Students will require some focused time (e.g., a station in a circuit, homework task) to fully engage in providing this feedback.

Examples:

Teachers can provide:

- Focused prompts for student responses prior to, during and after participation in learning tasks. For example:
 - After this week of learning about/participating in..., I still need to learn more about...
 - During this fitness circuit, I feel... (responses can be gathered by having a feedback station within the circuit)
 - I felt ... before participating in... and I felt... after participating in it. One reason I felt this is...
- Questions that invite students to share feedback that is broader in scope. For example:
 - If you wanted to learn a new movement skill, what process would you go through to learn that skill?
 - What is one experience you have been a part of or witnessed in the changeroom that you think is unsafe? What change would you like to see to increase your feeling of safety in the changeroom?
 - What does it look like, sound like, feel like when learning is meaningful and relevant to you in Health Education class?
 - If you could change one thing about how you are assessed in Physical Education class, what would you change and why?



Time to Implement:
1 minute

3. Suggestion Box

A lockable suggestion box can be placed in a high traffic area in or very near the gymnasium/classroom and students can be invited to submit student initiated feedback on any aspect related to physical education, health education, and/or healthy school environments. The teacher should check the box at least once a week and determine the best way to respond to the feedback.

To further encourage this form of student feedback, the teacher can post a Question of the Month (or Week) over the box.

Examples:

- What topics would you like to learn about in Health Education?
- What assessment methods used in this class do you think are fair? Unfair? Why?
- How is it going in the changeroom?
- What physical activity would you like to participate in during our Choice days?



Time to Implement:
5 to 8 minutes

4. Survey or Questionnaire

Teachers can create a simple survey that asks students a few focused, open-ended questions. Surveys can be implemented before, during and after student participation in learning experiences. Technology (e.g., Google Forms) can help facilitate this process.

Examples:

- **Before** (a beginning of the year sample):
 - What movement activities do you choose to participate in outside of school (e.g., community hockey, walking the dog, competitive dance, cross-country skiing, disc golf)?
 - What are habits of successful learners? Name at least 3 different habits.
 - Why do you think Physical Education is part of school? What connections can you make between Physical Education and your life journey/adventure?
 - In Physical Education classes we have been talking and learning about strategies to stay motivated to participate in movement activities and games.
 - Identify 2-3 strategies that will be effective for you to use this year.
 - Describe one specific way you will use each strategy in PE classes.
 - What music would you like to hear during Physical Education classes? (HINT: songs with positive and pro-social lyrics are most likely to be played). Share the name of the song(s) and artist(s).
 - What would help make your experience in Physical Education a positive one this year?
 - Is there anything you would like me (your teacher) to know about you?
- **During** (a unit on body management activities sample):
 - Do you prefer body management activities that you can do alone, with one other person or in groups?
 - Of the activities we have participated in during this unit, which ones would you suggest we do more of? Less of?
 - Are there any body management activities that we have not done that you think we should? If so, what are they?
 - Are there any body management activities that are culturally relevant to you that you would like to share with the class? If so, what?
- **After** (carrying out individually designed plan for enhancing own level of health-related fitness):
 - How do you feel about the options that were available for you to gain information about your current level of health-related fitness?
 - What component of your health-related fitness are you most proud of?
 - What component of your health-related fitness do you think needs the most attention?
 - How can I (teacher) or your peers support and encourage you as you strive to achieve your health-related fitness goal(s)?
 - What changes, if any, would you suggest to how we support each other to work towards our personal health-related fitness goals?





Time to Implement:
Interest Inventory
15 to 20 minutes

Ranking Scale
1 to 5 minutes

5. Interest Inventory/Ranking Scale

Whether teacher-created or accessed from resources available online, teachers can gather information from students regarding their interests and preferences. This feedback can inform teacher plans for teaching and learning and:

- is best used at the beginning of a course or unit
- can be completed in hard-copy or online.

Examples:

- **Interest Inventory**

[Manitoba Education Physical Activity Inventory, 2008](#)

- **Ranking Scale**

Outdoor Pursuits

Please rank these activities from 1 to 5:

1 = your first choice for participation 5 = your last choice for participation

- | | |
|----------------------------|-------------------|
| _____ Snowshoeing | _____ Tobogganing |
| _____ Cross-country skiing | _____ Skating |
| _____ Quinzee building | |

Health Education Community Issues Research Options

Please rank these topics from 1 to 5:

1 = your first choice for assignment topic 5 = your last choice for participation

- | | |
|--|------------------------------------|
| _____ Vaping in School | _____ Inclusive Student Activities |
| _____ School Vending Machines | _____ School Physical Environment |
| _____ Using Social Media
when in School | |





Time to Implement:
5 to 8 minutes

6. Guided Student Storytelling

Through questions or prompts, teachers can invite students to share personal stories [written, oral, photos/diagrams with/without captions (Photovoice)] about their experiences that impact their overall wellness.

Examples:

- If I was the Physical Education teacher, I would... (e.g., invite them to tell a story or draw a picture about what they would do if a student doesn't feel like participating in the activity)
- My experience with being a leader includes... and some ways that I have been a leader of healthy activities are...
- My likes and dislikes for how to be physically active include...
- This is me when I enjoy being physically active...



Time to Implement:
Varies

7. Teacher-Student(s) Conversations

Whether teacher-student conversations are informal or structured, teachers can pre-plan questions to pose to individuals, pairs or small groups of students. Teachers can also respond to situations and gain immediate feedback from student(s) involved. By selecting appropriate times and methods for these conversations, student feedback is clear, relevant, and timely.

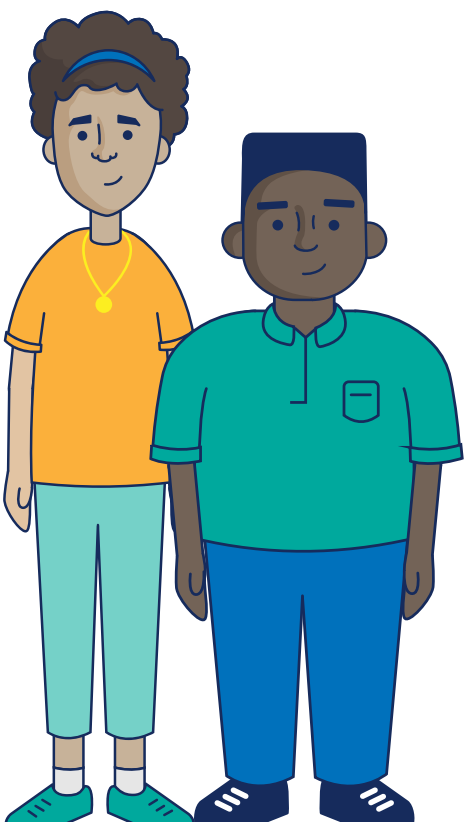
Examples:

■ Informal Conversations:

- In response to observing student words, actions or behaviours in class, the teacher can invite student(s) to share their thoughts by posing questions such as:
 - What or how are feeling right now?
 - What led to you disengaging from the group cooperative challenge?
 - What changes could we make to this game to make it more inviting to you?

■ Structured Conversation:

- Through a scheduled dialogue such as a Teacher-Student(s) Conference or a Student Focus Group, teachers can pre-communicate to students the purpose of the conversation and the questions that will be asked, such as:
 - What do you think we can do in class to enhance cooperation while we are still being competitive?
 - How could our transition process be adjusted to encourage everyone to get into the gym quicker at the start of class?
 - What are some different ways that could work for students to show me what they know, understand and are able to do?
 - What are some of the barriers students are facing when it comes to engaging in healthy behaviours while at school?





Time to Implement:
1 to 2 minutes

8. Exit Slip

Teachers can provide students with one to three questions that they can respond to in a brief amount of time at the end of class. This is a simple way to get meaningful feedback from students. These slips can be provided in paper form for students' to write their responses.

Examples:

Name:

What is one thing taught in this lesson(unit) that you'd like to have explained in more detail?

What is one skill you would like to have more time to practice before completing any assessments?

Name:

What did you do today to contribute to your group's teamwork plan?

How did you show leadership during the group work process?



Time to Implement:
1 minute

9. Magnetic Board

(Did you know most white boards are magnetic?)

Using this method requires teachers to write different numbers on magnets (Sharpie paint pens work well!) and assign each student their own number. Students can provide immediate feedback to teachers by placing their magnet on the whiteboard in the area that best represents their self-assessment. Additionally, teachers can use technology (e.g., Plickers with a Plicker code also added to the numbered magnet which students rotate to indicate their selected response).

Examples:

- Post or write a list of three to four activities that can be used to meet the learning purpose and invite students to place their magnet beside the activity they would like to participate in the next day.
- Post an assessment rubric that aligns with the current learning experiences and ask students to place their magnet within the rubric level that they think they are currently achieving.
- Write a multiple choice question on white board and students place their numbered magnet under their selected response.



Time to Implement:
3 to 10 minutes

10. Group Collaborative Responses

Group collaborative responses are a way to get feedback from pairs or groups of students that invite them to converse, collaborate, and conclude. Teachers can ask students an open-ended question that leads them to converse with classmate(s) prior to providing responses.

Examples:

- **Muddiest Point(s)/Need to Know Lists**

For these quick and simple strategies, students are asked to identify learning(s) that they currently lack clarity on or are missing altogether. They are provided time to talk it over with one or more other students before concluding their collaborative response.

- **Think, Pair, Share**

The teacher asks an open-ended question and then asks students to think individually about what their response would be. After a brief thinking time (1-2 minutes), students join into pairs to share and discuss their responses (2-4 minutes). This is followed by time for sharing and discussing in larger groups and/or full class.

Examples:

- What is one thing your group needs to have explained in more detail for you to confidently complete this group task?
- What invasion-territorial game offensive strategy is the most difficult for you to understand and what might help you use it more easily?
- What within the provided assessment rubric is confusing to you?

Looking for more resources about student-centered learning?
Visit www.phecanada.ca.

