

Providing Constructive Feedback about Teaching

OPINION	DESCRIPTION
"I noticed that most of your questions called for factual responses."	"These are some of the questions you asked. What were you trying to achieve by asking these questions? Do you think the questions accomplished your objective?"
"You presented the assignment in a confusing way."	"I noticed that the students had a lot of questions about...What do you think the problem was?"
"You give nice examples."	"These examples (list) helped me to understand the concept you were explaining."
"Only a few students participated in the discussion you led. Why do you think that is?"	"This was such a wonderful sequence of questions that you asked, that I'd like to explore some ways to get more students involved in the conversation and thinking about the issues you raised."
"Not many people responded."	"Four people responded to questions in this section. The man in the green sweater in the front row responded to 5 questions, half of all the responding."
"You've made a lot of progress since I last observed your class. Well done!"	"I noticed that compared to the last time I observed your class, you have decided to try to wait longer after asking a thought-provoking question. It seemed to me the students have responded to this and your class discussions are less focused on you as the 'all-knowing instructor'. Well done! How do you feel about this change?"
"In my class, I have done..."	I know someone who tried..."
"I don't think your concern about (concern) is important."	"I hear you saying you are concerned about (concern). Why is that? How do you see that issue affecting the class?"
"Why haven't you tried...?"	"Have you considered trying...? How do you think that would work in this class?"
"Yes, we all have that problem. There's not much you can do." [In response to hearing the mentee cite a constraint such as time or pre-determined curriculum as preventing them from trying a different teaching style]	"Lack of time is a common problem. I agree with you that it would be worthwhile to try to incorporate this method. Let's brainstorm ways to work around this constraint..."

Developed by: Center for Teaching and Learning (CTL) at the University of Minnesota.
<http://www1.umn.edu/ohr/teachlearn/resources/peer/index.html>