

# Power of Feedback: Improving Instruction and Supporting Student Well-Being

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## Need for Innovation

- Feedback is considered a “consequence of performance” (Hattie & Timperley, 2007) and generally considered positive or negative (Wolf et al., 2010).
- To improve instruction and increase teaching effectiveness, instructors should be willing to incorporate a variety of methods to gather student feedback.
- During virtual learning, obtaining feedback was best facilitated through the creation of a Google form, “Lesson Feedback Survey” and added to each week’s lesson.

## How It Works

- “Lesson Feedback Survey” created using Google Forms and housed on the learning management system (Moodle) after each lesson.
- Anonymous option for student feedback.
- Likert-type scale
  - (Strongly Disagree to Strongly Agree; N/A)
- Short Answer Responses

## Results

- Survey included in 12 of 14 weekly classes.
- Feedback received 42 different times from 18 different students (two anonymous submissions).
- Highest submission rate was 6 entries from a student.
- Provided an outlet for students to willingly express challenges related to home or school and reach out for help or guidance.

## Future Plans/Advice

- Use feedback to improve teaching and learning.
- Commit time to analyzing feedback and taking action.
- Expand questions/statements on survey based on course/student needs.

## Costs/Resources

- No monetary costs.
- Time commitment to create Google Form, edit LMS (Moodle), and review feedback (~3 hours).
- Knowledge of Google Forms and Microsoft Excel.

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### Lesson Feedback

Use this form to provide feedback on each week's lesson. Your feedback is appreciated and considered as we move forward in the semester to help create and maintain an inclusive, engaging, and supportive learning environment.

1. Enter your name in the box (first and last), or type ANONYMOUS in the box.  
Your answer: \_\_\_\_\_

2. What was the date of the lesson?  
Date: mm/dd/yyyy

3. What did we study in this lesson?  
Your answer: \_\_\_\_\_

	Strongly disagree	Disagree	Agree	Strongly agree	N/A (does not apply)
I was interested in this topic before we started to study it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in this topic after the lesson started.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think this lesson was interesting and relevant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I liked how this information was presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of technology helped me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology was a useful and important part of this lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed this lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will remember what I learned in this lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Let's talk about the lesson that you entered in question #1 above.

5. Think about the different parts of this lesson. What did you like most about the lesson?  
Your answer: \_\_\_\_\_

6. Think about the different parts of this lesson. What did you like least about the lesson?  
Your answer: \_\_\_\_\_

7. How can I make this lesson better in the future?  
Your answer: \_\_\_\_\_

How are things going? Please be constructive and specific so that I can identify what parts are going well and also some ways I might adapt the lessons during our remaining time together.  
Your answer: \_\_\_\_\_

**Submit**

