

Improving our teaching is an on-going process that changes over time and is responsive to the learners in our courses. Collecting and acting on indirect feedback from students by assessing their learning in our courses as well as collecting and acting on direct feedback about instructional methods used, are valuable ways of gathering formative feedback. Unlike end-of term student ratings of teaching that are summative and provide feedback for use in future semesters, formative feedback is information we can use for our own continued learning and improvement to the benefit of our current students.

Below are several possible ways an instructor could collect formative feedback about teaching effectiveness from students.

The quick-response paper is an umbrella category for assignments that go by several names: one-minute papers, muddiest point responses, clearest point responses, quick-recall papers, projection papers, and the like. The assignments are usually in-class assignments, placed at the beginning, middle, or end of a class meeting, or even after a major assessment or at mid-term, depending on the objective of the assignment. The assignment is set to take a very limited amount of time, usually one-two minutes.

The purpose of these assignments is to get an in-the-moment understanding of student

