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Sociology

A-level

Really Simple Series

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5-Minute Feedback

5-Minute Feedback Templates

1. Purpose

Getting feedback about your teaching content from students serves two main purposes:

1. It helps you check student understanding at an individual level.

2. It helps you to reflect on your teaching in terms of how lesson content is conveyed and understood.

While such feedback is useful, it can also have practical and theoretical drawbacks.

In terms of the former, for example, it can be time-consuming to create and interpret, while in terms of the latter there are potential imposition problems - students effectively tell you what they think you want to hear.

One way to avoid these problems is to develop a relatively quick and simple way of gathering feedback - one that focuses on identifying:

● content, rather than delivery: the focus is on identifying what students think they have learnt.

● teaching and learning mismatches: identifying any discrepancies between what the teacher sees as the most important lesson content and what the students believe they have learnt.

● student learning issues: consistent mismatches between what the teacher views as important content and individual student perceptions can be identified and remedied.

● teaching issues: if students in a class are consistently failing to identify important content the teacher can reflect on the teaching process.

2. Process

A. Before the lesson, identify the key points or ideas you want your students to take from the class.

While this can be any number it's probably best to keep to 3 - 5 key ideas (with 5 being a manageable number for both students and teachers). This is not a hard-and-fast rule; rather, it's something you will develop with experience of the process.

B. Five minutes before the end of the lesson ask students to identify the "5 key ideas" (or whatever) they have learnt in the lesson.

The idea of "5-minute feedback" is important because:

1. The process needs to be relatively quick and simple for students to complete.

2. It requires feedback while the lesson content is still fresh in each student's mind.

You don't have to do 5-minute feedback for *every* lesson, unless you're particularly keen about evaluation. However, it's helpful to do it consistently; this familiarises students with the feedback process and gives you a reasonable amount of data to work with - whether you're using it to evaluate your teaching or to identify students who seem to "consistently miss the point".

3. Templates

The following teacher and student templates can be used to record feedback:

1. Teacher template - used to identify key lesson objectives in terms of ideas you want students to grasp. Template includes space for overall feedback evaluation once student feedback has been analysed.

2. Student feedback template - used by students at end of lesson to identity the key things they've learnt in the lesson. You can make student name optional if you don't plan to address problems individually.

3. Problem template - a bolt-on option you might want to use if feedback is aimed at identifying students with particular learning problems. Used by students to note things they found "difficult to understand" in the lesson or anything they feel they partially understand and may need more help to fully grasp.

Lesson Name

Date

Key ideas I want students to learn in lesson
1
2
3
4
5

Action Points:

Student Name

Date

The Key ideas I've learnt in this lesson are:

1	
2	
3	
4	
5	

Student Name

Date

I did not understand the following ideas in the lesson:

1	
2	
3	
4	
5	

I understood *some* of the following ideas in the lesson:

1	
2	
3	
4	

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