



**Learning Objective:** The student will be able to develop discipline-specific feedback during the process of scheduled instructor evaluations as they relate to curriculum delivery and/or development.

Constructive, discipline-specific feedback is an important element of post-evaluation sessions. The following characteristics of useful feedback are from a list originally brainstormed by Lehner and Wright in 1963. (Berquist, W. H., & Phillips, S. R. (1975). *A handbook for faculty development* (Vol. 1, p. 224). Dansville, NY: The Council for the Advancement of Small Colleges.)

1. Your use of humor, as when you told the “see me after class” joke to illustrate the importance of context, created a relaxed atmosphere.
2. Students participated eagerly. In fact, 15 hands shot up when you asked for a definition of “marginal costing.”
3. Your contrast between a schizophrenic and a manic-depressive patient, using the two case histories, helped students appreciate the complexity of mental health disorders.
4. Your discussion of field work methods versus survey research seemed unfocused until you gave three concrete illustrations.
5. Students shook their heads, indicating confusion, when you mentioned the Oklahoma Supreme Court’s decision to uphold utility rate increases enacted by the city in 1971, but your clarification of the case during questioning seemed to resolve any difficulties.
6. Students seemed to benefit from the peer review sessions that you held with their comparison-contrast rough drafts. They frequently consulted your guidelines as they reviewed each other’s papers. I overheard comments such as, “Thanks, I never thought of that,” and “Thanks for those two concrete examples.”



### Examples of Concrete Suggestions for Improvement

1. I could not see your illustration of a “Hasse” diagram clearly from the back of the room. Perhaps you could consider a larger drawing, an overhead projector, or a handout.
2. I felt that the students seemed tense during the drill on the past tense (imperfect). Have you considered having the entire class repeat a mispronounced word rather than one student?
3. I was uncertain about the material when you shifted into aggression modeling and reverse modeling. Some examples from current TV programs might have added interest and clarity.

As an observer, you have within your grasp the opportunity to help instructors achieve or maintain excellence in the classroom, depending on how you and the instructors approach the process, and establish a positive channel of communication.

In a future Coffee Break Training, we’ll examine how to structure effective instructor evaluations.

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