What Do Our Students Really Think?:
Classroom Enhancement Using Blackboard as a Method for Dynamic Assessment
or
The Effects of Polling in a College-Level Classroom

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“The primary purpose for gathering student ratings is to improve the instructor's future performance” (Lowman 299).

Abstract

Imagine driving a car that lacks a speedometer. Imagine that you could only know your speed when you finally arrive at your destination. Such is the predicament with course-end feedback. While West Point and many other institutions of higher education implement course-end feedback as the primary system for recording student assessments (Lowman 13), course-end feedback is merely a static snapshot of student impressions divorced from any classroom experience. Rather than wait for course-end feedback to be delivered well after the fact, instructors can use Blackboard to poll students lesson-by-lesson and integrate classroom assessment into the learning experience of students while enhancing and accelerating faculty development. ‘Dynamic’ implies motion, activity, and force (OED); ‘dynamic’ can also indicate that something is continuous or powerful (Merriam-Webster). I suggest a method for receiving dynamic feedback continuously through a course, which enables the student to assess experience in the moment and enables the instructor to evaluate the student experience as it evolves throughout the semester.
I began teaching in the Department of English & Philosophy at West Point in the fall of 2008. By the time I had entered my second semester of teaching, I had developed a daily habit: an informal but routine reflection that explored a very different aspect of the information typically collected in course-end feedback. This reflection occurred on my return from teaching in Thayer Hall to my office in Lincoln Hall at the end of each day. On this brief walk, I routinely reflected on the two classes I had just taught and attempted to evaluate how well the classes went by rating (on a 10-point scale) each class. What was I measuring: my perception versus expectation; the level of discussion; how well I stayed “on-plan”; or the effects produced by group dynamics? I considered recording my informal ratings and the substance related to my associated reflections, but believed my records would be one-dimensional and would lack context.

I then considered my perspective of class in terms of student perspective. What fascinated me was the occasional class meeting that rose above the noise level of the 40-lesson semester; if a particular class went especially well (or alternately, if a class meeting flat-lined), I might be aware of the success (or tragedy) in-progress—but, I wondered, were the students as acutely aware? I also noticed that individual sections within a course commonly developed unique personalities. I considered myself keenly aware of subtle differences between section personalities as well as the “quality” of individual class meetings; however, I wanted to find out if my students perceived and—if so—how they responded to these differences. Also, if students could perceive “good” class meetings from “bad” class meetings, would they openly tell me if a class was good or bad?
Furthermore, there are students who openly resist or struggle with a required course that seems to be a world away from their chosen major or field of study—and there are students who are not yet academically mature, or have not yet acquired the academic ethic (Rau & Durand 2000). I wanted to find out how those students perceived and responded to class throughout a semester. Did my students in the lower-half value and evaluate class meetings more than those students in the upper-half? Those students who are academically mature, possess the academic ethic, and approach all classes professionally and openly, while aggressively pursuing excellence might perceive or respond to class more positively throughout 40 lessons. I needed to find out if these two populations and student profiles viewed class meetings differently.

To answer my questions, I set up a daily test within Blackboard to collect student feedback, and then I recorded my impression of each class using a similar format. While I have not yet—within 951 of 1,137 possible student ratings—found a link between individual student feedback across one-half of a semester, I have found an unintended consequence of my research. It seems that simply getting students into the routine of responding to a simple prompt regarding an evaluation of lesson quality makes students more objective, more open, and more conscious of all aspects of the academic course. What I have found in my first semester has inspired me to continue collecting daily, dynamic feedback from students. I hope to have around 7,000 student ratings by the end of my first tour at West Point, and over 120 instructor ratings; this dynamic feedback allows me to view each rating in terms of student performance, individual lesson quality, and harmony between section and instructor personality. While I already realize a benefit from collecting dynamic feedback, I hope to build a substantial database of student ratings to further analyze any link between student perception and student performance.
Methodology

It seems more beneficial to instructor development to receive feedback before it is too late to act upon, as is the case with course-end feedback. It also seems more valuable and coherent to compile feedback throughout the semester than wait for a belated, backwards-looking glance at the end of the semester. In order to ask students for daily, dynamic feedback, a system must first be universally available and popular. Furthermore, that system must be flexible and meet the requirements of daily polling. At West Point, Blackboard is the core information system within our academic community. Instructors, professors, and students (cadets) use Blackboard for a variety of tasks: publishing course syllabus assignments, external websites, and other information; sparking conversation within discussion boards; soliciting anonymous feedback using surveys; and validating learning through built-in tests. Not all instructors use Blackboard; nevertheless, there seems to be a large enough majority who use Blackboard inside and apart from the classroom that cadets know and are very familiar with Blackboard. Because of Blackboard’s inherent flexibility and penetration into the collective cadet consciousness, I opted to explore Blackboard as a solution to collecting dynamic feedback from my students.

There is a wide variety of options within Blackboard, although two options seem best suited to collecting information: surveys and tests. While surveys are an interesting feature within Blackboard, they are inherently anonymous; instructors cannot link results gathered in a survey to individual students. Surveys, then, would give me by-lesson data, but not by-student data. A test, however, directly links a student’s input to their identification, and will therefore provide more substantial data that describes the semester by-student in addition to by-lesson and by-section. Therefore, I decided to use Blackboard tests to gather my dynamic feedback because I sought to connect student feedback with performance.
One interesting aspect of polling students daily is the relationship between cost and benefit; a complex series of questions may provide robust data, but will overwhelm a majority of students when asked to perform the complex assessment every lesson. Additionally, a lengthy and complex series of questions also takes substantial time to complete. On the other hand, a simple task provides little (or simple) data but students will likely complete the task and it may prove repeatable throughout the course of a 40-lesson semester. Because I planned to ask my students to complete their feedback task at the end of each class, I knew that I could not ask students for robust feedback. If I asked students for a substantial amount of feedback each lesson—as we ask them in course-end feedback—I suspected I would experience either a high degree of attrition in responses or I would see students’ evaluations “flatten” out quickly. I knew that I had to keep my questions simple and few. I also believe that, in order to generate reliable data, it is necessary to inspire student commitment. In other words, if I wanted to be successful in collecting student feedback, I would have to acquire student buy-in, far beyond the power dynamic of either the classroom or the overt military hierarchy between a field-grade officer and cadets.

I began my data collection using a “test” within Blackboard. My test is a manual revolving, zero-point test that I do not link to the grade book. While I initially considered asking each student up to three questions each lesson, I decided that in order to keep the students interested and willing to participate, I should make the feedback collection as administratively effortless as possible. I elected to create a simple five-item Likert-scale test with only one question as well as an optional text field, in the event that a student wanted to be more explicit regarding a class that went especially well—or otherwise. I set up within Blackboard a shell test in a control course that I could modify each lesson; beginning with lesson one I created a test
named “FBLsn01.” The next lesson I would return to the control course to modify only the test name—changing the file name to “FBLsn02.” Once I changed the test name, I simply exported the “new” test to a content collection folder from which I could import the test and deploy into that day’s “Assignments.”

My first semester collecting data, I created a five-item Likert scale that featured the value of “1” as the highest or best rating, and “5” as the lowest or worst rating. I chose this scale due to a similar scale known locally: the 4th-class system (1st-class cadets are “higher”). Cadets responded well to this scale, although quite a few had trouble grasping what to them seemed to be an “inverted” scale. (See fig. 1.) Several cadets misinterpreted the scale even though I dedicated two or three lessons to introducing them to this new task. Throughout the semester, I asked my students about improving the feedback test; quite a few students suggested inverting the scale to mirror movie ratings.

![Question 1](image)

Fig. 1. Screenshot of the feedback test for lesson 24, Fall 2009 (see “Appendix 3”).
During my second semester, I inverted the scale; in other words, a rating of “five” represented a great class, while a rating of “one” represented a poor class. I also changed my menu choices from a numeric format to match a popular rating scheme used by Netflix. Five stars (“*****”) represented a great class, while a rating of one star (“*”) represented a poor class. (See fig. 2.) Students quickly grasped—without exception—this “revised” rating system.

![Image](https://example.com/image.png)

**Fig. 2. Screenshot of feedback test for lesson 3, Spring 2010.**

Although the cadets easily understood this revised “star” rating scheme, collecting the data from Blackboard proved to be less convenient than my previous semester due to the requirement to translate a graphical representation to a number in Microsoft Excel:

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<tr>
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**Table 1. “Star” ratings extracted to Microsoft Excel from Blackboard (from lesson 7, Spring 2010).**
In Table 1, it is easy to see the HTML formatting that permeates data within student ratings. The HTML formatting within Blackboard appears inconsistently throughout all test reports and makes interpreting data more difficult—especially when transcribing star-based ratings from those test reports to my master spreadsheet. For that reason, I changed my format halfway through my second semester of research to revert to a numerical format, while retaining the “five-is-best” scale. I also made one further change: I made the appearance of choices somewhat random in an effort to increase a student’s awareness while providing feedback. (See fig. 3.)

One assumption that I made early in my data collection is that students would consistently bring their computers to class. However, I had to encourage students to bring their computers to class. Once my students realized that I gave them opportunities to use their computers to do course work, they began reliably bringing their computers to class. Developing this habit enhanced in-class writing exercises and exercises involving Blackboard, and

![1 Star to 5 Stars](image)

Fig. 3. Screenshot of the feedback test for lesson 30, Spring 2010.
facilitated collecting feedback through Blackboard. Within the final five minutes of each class, I could conclude my lesson, respond to questions, and then remind my students to fill out the daily feedback on Blackboard before they departed.

I encouraged students to complete their dynamic feedback at the end of class. I initially, as contingency, kept a pack of index (3”x5”) cards on-hand for students who failed to bring their computer to class. I also used the index cards to collect data if students could not complete my Blackboard test (due to internet connectivity, battery failure, premature shutdown, etc.). Using both data that I collected through handwritten feedback and data that I collected via Blackboard, I collected 951 reports of a possible 1137 (70 students across the last half of a semester—20 lessons with three course drops and a missed performance or two by the instructor), or 83.64% of potential data.

I now keep index cards on-hand only for system failure or in the event that I do not get a chance to post the daily feedback test. If students are not able to complete the Blackboard test during the last few minutes of class I now ask them to complete the feedback as soon as they can. Although I leave daily feedback accessible to students until 9 p.m. each night, many students forget to return to Blackboard to provide their feedback for that day’s lesson. Whereas I once pressed students to manually provide the daily feedback by completing index cards, I now am more interested in including in my research analysis of students who willingly participate (and therefore more reliably provide feedback) relative to those students who—for any reason—resist, or fail to complete the daily feedback.
Results

While I had hoped to find a link between student feedback and performance (as measured by the course grade), I actually found no such link. The data that I collected (see “Appendix 1”) do not substantially link either the value of student ratings to performance, or the frequency (total number) of student ratings to performance. Major Matt Benigni (USMA D/MATH) formally analyzed my complete data and noted “no significant relationship between Rating and Course Grade” (Benigni). Nevertheless, my research revealed something that I did not anticipate. Before I had any conclusive analysis of my data, I decided to ask my students about their impression and experience with providing daily feedback. I wanted to find out if I had burdened them in any way or enhanced their experience. I followed my 20-lesson data collection with four questions on my EN302 course-end feedback. It is within the student responses to my four questions that I discovered something I had not anticipated.

At the end of the semester, I asked my students four questions directly related to my assessment of dynamic feedback:

E1. How did rating each lesson (daily feedback) change your view of EN302?
E2. When completing the daily feedback, what most influenced your rating?
E3. How did rating each lesson change your overall experience this semester?
E4. When rating each lesson, what was most important to your evaluation?

With the first question, I wanted to know if the daily feedback was in any way beneficial or harassing to students. With the second question, I wanted to find out what external factors influenced the students’ ratings over the course of the semester. With the third question, I sought a similar response to the first question, but with a more broad approach. With the fourth
question, I again seek the same evaluation as the second question but shape the question in a
different manner by using “important” versus “influenced.”

In their course-end feedback, students told me that by simply asking them for their
feedback each lesson, they were more aware in the classroom, in-tune with the semester,
perceived me as a more caring instructor, and allowed (if not forced) students to reflect on the
individual lesson—perhaps most importantly—at the end of that lesson (See “Appendix 2”). The
most interesting aspect of the course-end feedback was that a variety of course-end evaluations
noted the effects of the daily feedback. Responding to question E1, student C33-5 (see p. 13)
reported, “it didn’t, it just made me reflect on each lesson.” Student C33-1 answered question
E3, claiming that, “it offered an outlet for my feelings about the course and made me believe that
I could help develop the course.” Student D33-16 agreed with student C33-1, writing that, “it
made me think about what we had talked about that day and why we were discussing it.” Many
more instances of student feedback specifically show that dynamic feedback positively enhanced
my classroom experience. In addition to the positive, reinforcing responses that cadets provided,
I also found substantial consensus that I was not negatively affecting students, nor was I
administratively burdening them with my daily polling. Most importantly, daily, dynamic
feedback has helped me throughout the semester better understand student perception versus my
impression.

Dynamic feedback also has given me confidence to try different approaches in the
classroom. In one specific instance, I decided one day to deviate from my planned lesson; I
presented an informal discussion related to composition. I thought that the first iteration flopped.
The next hour’s section shuffled into the classroom and I had to decide if I should revert to the
planned lesson, or repeat the “off-the-cuff” material. I decided to repeat the approach from the
previous hour because I believe the students needed the information contained in the lesson; I also wanted to see if both sections responded (in-class, and with daily feedback) in similar manners. Upon completing the two back-to-back lessons, I rated each lesson as a two; however, my student ratings were overwhelmingly four- and five-star ratings. Furthermore, many students had filled out the optional “why” question telling me what I needed to know to walk into my last class of that day knowing that my “off-the-cuff” lesson would likely succeed.

I will be collecting daily, dynamic feedback for the remainder of time at West Point. I appreciate the time, assistance, and mentorship of Mr. Patrick Gill and Dr. Mark Evans. I also benefitted significantly and in unfathomable ways from numerous conversations with my office-mate, colleague, and friend Dr. Mike Edwards. Most importantly, this research would not be possible if not for the willingness and the candor of my students as they rate each lesson throughout the semester. Thank you!
# Appendix 1. Student Ratings and Final Grades for Section 33, EN302

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<th>Grade</th>
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Appendix 2. Student Feedback

Section Hour - EN302C33 (n = 17)

E1. How did rating each lesson (daily feedback) change your view of EN302?

*There were 17 responses.*

1. If it is helpful to the instructors about the course then I was happy this was included.
2. cynical
3. It had no effect.
4. I liked it.
5. It didn't, it just made me reflect on each lesson
6. N/A
7. Very little. I think each feedback shouldn't ask how the class was compared to the average class, but whether or not it was successful overall.
8. It did not
9. It didn't.
10. Did not have any significant impact
11. Not at all
12. It didn't change it at all just made me more aware of it.
13. Made me reflect how much I liked or disliked each lesson.
14. Not at all. I thought it was a good tool in theory, but I didn't feel motivated to utilize it. My distaste for the class was more instructor based and less "course material" based.
15. It didn't. I already mentally AAR each lesson as I leave to move to the next lesson, so writing it down did not change me very much.
16. Not much at all.
17. did nothing at all

E2. When completing the daily feedback, what most influenced your rating?

*There were 17 responses.*

1. How stimulated I felt during the class discussion for that day based on the reading the night before.
2. teacher
3. The substance of the class and the depth of the lesson.
4. what we did in class, how we covered/talked about the readings
5. How fun/interesting the class was
6. How bored I was
7. the quality of the discussion
8. The amount of time I spent looking at the clock wishing class was over
9. I analyzed whether or not I got something out of that lesson that day.
10. Structure of the lesson
11. How easy the class was
12. Discussion among myself and classmates
13. How I felt at the end of the class.
14. I generally disliked the class. My rating would therefore be influenced by how often I would check my watch to see how much time was left in the class.
15. Whether or not there had been intellectually stimulating discussion on our assigned reading. Also, whether or not I had begun to write on an assignment and formed a strong, complex idea during the lesson.
16. What we did in class that day.
17. the level of discussion

E3. How did rating each lesson change your overall experience this semester?

There were 17 responses.

1. It offered an outlet for my feelings about the course and made me believe that I could help develop the course.
2. i see how much it sucked as a whole instead of individual lessons
3. It had no effect.
4. I think it allowed us to show what worth we got from each lesson.
5. It didnt, it just made me reflect on each lesson
6. N/A
7. fairly little, it was mostly an afterthought
8. It did not
9. It didn't.
10. It didn't
11. not at all
12. Minimal
13. It did not change the overall experience.
14. I felt indifferent about the rating system so it did not change my experience.
15. It didn't, as I mention above.
16. I didn't really get anything out of it.
17. it didn't

E4. When rating each lesson, what was most important to your evaluation?

There were 17 responses.

1. The reading the night before and the discussion in class was the most important part of my evaluation.
2. teacher
3. The instructor's demeanor and the substance of the lesson material.
4. the coverage of assigned reading.
5. How fun/interesting the class was
6. How bored I was
7. how deep the discussion was
8. See question E2
9. I looked to see whether or not we discussed the reading because a lot of times we didn't even touch on the reading which made me not want to do the readings anymore. Also, I looked to see if I got something valuable out of that specific class.
10. Structure of the lesson
11. how easy the class was
12. Discussion among myself and classmates
13. If I enjoyed the class and how much I learned.
14. The most important aspect of my evaluation is the consistency of my rating. Rarely did I ever feel that the lesson was anything but average. Had I rated the daily class dynamic, my evaluation would probably have been lower.
15. Whether or not there had been intellectually stimulating discussion on our assigned reading. Also, whether or not I had begun to write on an assignment and formed a strong, complex idea during the lesson.
16. How was this lesson different from the last lesson?
17. classroom atmosphere
E1. How did rating each lesson (daily feedback) change your view of EN302?

*There were 19 responses.*

1. n/a
2. I do not think that it changed my view of EN302.
3. It allowed feedback for each lesson if I felt it was necessary to put in my opinion.
4. It didn't really.
5. It made me more aware of each lesson and how I interacted with the course.
6. It kind of helped me keep track of how things were going, but I wouldn't say it changed my view.
7. It did not change my view of the course that much.
8. It was great! Helped me know that the professor cares about the substance of the class on a daily basis.
10. Forced me to reflect on the quality of each lesson.
11. It didn't.
12. I thought it was a clever way of informing the teacher on what our thoughts on that particular class was.
13. N/A
14. I do not think the daily feedback impacted my view of the course.
15. It didn't really change it at all.
16. I thought it was useless and should not have been done on a daily basis.
17. I think rating was a good way of judging how we use class effectively.
18. I didn't really.
19. I didn't realize how much each particular lesson was important and it helped me realize when there are little breaks in the seriousness of the class.

E2. When completing the daily feedback, what most influenced your rating?

*There were 19 responses.*

1. participation by students
2. The way that the classroom discussion and my interest level fluctuated.
3. Whether or not we had fun in class or worked on our essays
4. Whether I had fun in the class or if I learned anything influenced my rating.
5. How I felt at the end of the lesson, I rated it without too much reflection after the fact.
6. Just the general feel of the class and my attentiveness level to the material in class.
7. If I walked away from the class feeling like I learned something that I could apply to the assignments, then it was a good lesson.
8. Content of discussion.
9. How much I learned in class that day.
10. If I was interested in our class discussion I gave the class a good rating.
11. Quality of discussion.
12. Whether or not I enjoyed the class as well as whether or not I learned something that day.
13. The level of interest I had in the topic of the day
14. Was there anything that I could take away from the lesson to use in my writing?
15. My rating was based on what I got out of that class, if I felt like it was useful, interesting and entertaining.
16. The quality of class discussion.
17. Whether or not we learned useful knowledge and the material presented.
18. My mood at the end of class, how engaged I was.
19. The biggest thing that influenced my rating was the ability to me engaged with the conversation.

E3. How did rating each lesson change your overall experience this semester?

There were 19 responses.

1. n/a
2. I do not believe it had any effect on my experience.
3. It gave me a voice
4. It didn't.
5. It probably didn't alter it too drastically.
6. It didn't really.
7. It really did not change my experience.
8. It helped me be a better student the next class by being prepared and taking notes on the readings.
9. Not that much
10. Didn't change at all don't think.
11. It didn't.
12. It did not really change anything. Also, I liked that it was short and easy to do. If it was similar to a writing assignment I probably would have negative views on it.
13. It didn't
14. It did not change my experience.
15. I don't think it had an impact on me, except that the instructor may have altered his teaching plan based on our feedback.
16. It made me think about what we had talked about that day and why we were discussing it.
17. It didn't.
18. I didn't spend the whole semester here, so it was just different from what I had adapted to.
19. Overall, I realized how each lesson kind of built off of each other.
E4. When rating each lesson, what was most important to your evaluation?

There were 19 responses.

1. participation by students
2. My interest level and whether or not I gained anything from the class.
3. If the lesson would help me with my papers.
4. If we had a good discussion was important.
5. Just a gut feeling
6. Just the general feel of the class and my attentiveness level to the material in class.
7. It was almost more of a personal reflection rather than an objective view of the class.
8. That the content of discussion will improve to make a better learning environment and educational atmosphere.
10. Enjoyment in the lesson.
11. Quality of discussion.
12. Whether or not I learned something.
13. On whether the lesson was interesting or not
14. If i learned anything useful, if it stimulated thought.
15. The manner in which we learned that day and how much we learned.
16. Quality of discussions.
17. Whether or not we learned useful knowledge and the material presented.
18. How engaged I was through the lesson.
19. The reading that was assigned and class involvement.
Section Hour - EN302J33 (n = 17)

E1. How did rating each lesson (daily feedback) change your view of EN302?

_There were 17 responses._

1. I liked the rating feedback.
2. neutral
3. It didn't change my view.
4. Rating each lesson did not really change my view of EN302. Perhaps I ended up appreciating the days that went well more by reflecting on them at the end of the class.
5. made me reflect more on each lesson. helped me be more self-aware of what i was getting from every class.
6. It didn't.
7. little
8. Not at all
9. it did not
10. It didn't.
11. It was really just something we had to do. I'm not sure people put a lot of thought into it because I sure didn't.
12. I had to actually think about what would qualify a class as good or bad.
13. Did not.
15. It did not, I was just forced to evaluate each day.
16. It did not at all
17. Had no effect

E2. When completing the daily feedback, what most influenced your rating?

_There were 17 responses._

1. What we read the night before and how we discussed it in class.
2. class motivation
3. How much I enjoyed the class.
4. Enjoyment and benefit.
5. What we had covered/talked about in class.
6. How much participation the class did.
7. class involvement.
8. The readings
9. my mood
10. Did I feel like an hour of my life had been lost again.
11. I would rate it based on my opinion but in truth, I didn't rate higher than a 2 or lower than a 3 so there wasn't much thought there.
12. The amount of writing I got done.
13. Whether I was bored or not.
14. The atmosphere of the room.
15. How productive/useful I felt the day was.
16. How interesting the class was
17. The quality of discussion in class

E3. How did rating each lesson change your overall experience this semester?

_There were 17 responses._

1. I don't think rating the lesson really affected my experience. It didn't change what we did.
2. neutral
3. I don't think it changed my experience.
4. Did not change experience.
5. Maybe made it a little better.
6. It didn't
7. none, but I think it will help future classes
8. Not at all
9. it did not
10. It didn't
11. It didn't really.
12. It didn't have a big impact.
13. Did not change it.
14. I don't think it changed anything.
15. It did not change it.
16. not at all
17. The quality of discussion in class

E4. When rating each lesson, what was most important to your evaluation?

_There were 17 responses._

1. What we read the night before and how we discussed it in class.
2. motivation
3. How much I enjoyed the class.
4. Did I benefit from the class.
5. What we had done in the class
6. How interactive the lesson was.
7. class involvement
8. How many times I zoned out
9. my mood
10. Did I feel like an hour of my life had been lost again.
11. Like I said, really nothing.
12. The amount of writing I did.
13. Whether the lesson was interesting and educational.
15. How productive the class was.
16. How interesting the class was
17. The quality of discussion in class
Section Hour - EN302L33 (n = 16)

E1. How did rating each lesson (daily feedback) change your view of EN302?

There were 16 responses.

1. it helped a little, but i think it really depended on how the student felt during the class (happy or mad)
2. It didn't.
3. Complete waste of time.
4. Not much
5. It demonstrated the instructor cared for the cadet's learning and progress.
6. I think you develop an overall feeling toward a class, and most of the classes meet that expectation. I found that there were rarely really good or really bad lessons.
7. It did not
8. Not much.
9. Not that much.
10. It put everything in perspective as far as class progress goes.
11. It did not.
12. It helped me reflect on the lesson I had just lerned
13. It made me look at how the class went each day.
14. It did not change it at all.
15. It didn't
16. Not at all

E2. When completing the daily feedback, what most influenced your rating?

There were 16 responses.

1. emotions
2. The usefullness of the class
3. Instructor behavior
4. Class discussion
5. Whether or not I personally felt like I was making progress (i.e.mentally or technically)
6. If I had been positively stimulated mentally.
7. How bored I was in class
8. How much we addressed, discussed, and explored the meanings of the readings. How much that lesson changed my views on the readings.
9. Whether I gained a better understanding or not.
10. the progress made in class.
11. If I felt coming to class that day was worth it.
12. How much I felt i got out of the class discussions
13. I would say how well the discussion went.
14. The amount of work done in class. More work, the higher the score.
15. How bored I was in class
16. How I felt for the day

E3. How did rating each lesson change your overall experience this semester?

There were 16 responses.

1. It helped me to think about what had occurred during the lesson and what I got out of it.
2. It didn't
3. It did not
4. None, it's an interesting idea though to analyze
5. It made the class more personal.
6. It did not
7. It made me realize that when faced with utter boredom I would rather participate and force myself to engage than sit and watch paint dry.
8. Not much.
9. It really did not.
10. It made me think about what I took from each class.
11. It did not.
12. It caused me to think more in depth about each class
13. It helped me to focus on the value of the lesson.
14. It didn't, it was tedious chore.
15. It didn't
16. It didn't at all

E4. When rating each lesson, what was most important to your evaluation?

There were 16 responses.

1. Whether that lesson felt to me like a waste of my time or not.
2. The usefulness of the class
3. Instructor behavior
4. Discussion in class.
5. Class discussions. Was it beneficial towards my learning as an individual? Was it something I wasn't aware of before taking the course?
6. See E2
7. My relative interest in the lecture
8. The readings.
9. How intellectually stimulating the class was that day.
10. Where I gained something from the class and made progress.
11. If I could say to myself that I came to class and left a better writer for it.
12. The quality of the information I learned from each lesson
13. How well the discussion went
14. I can't honestly answer this question.
15. how boring class was
16. How I felt
Fig. 1. Screenshot of the feedback test for lesson 24, Fall 2009.
Fig. 2. Screenshot of the feedback test for lesson 3, Spring 2010.
Fig. 3. Screenshot of the feedback test for lesson 30, Spring 2010.
Note

1. While it is not possible to identify individual students in course-end feedback, it is possible to link course-end feedback results by response number. If student number three in course-end feedback provides generally negative feedback, then that student’s remark about the positive effects of providing daily feedback seems to—at least partially—validate the effect of dynamic feedback.
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