



The University of Texas at Austin Faculty Innovation Center

Addressing and Incorporating Student Feedback in Teaching Statements

For each of the following teaching statement excerpts, how do instructors indicate the ways in which they have collected, reviewed, and responded to student feedback? What can you learn about the instructors from their reflections on student feedback? What would you like to know more about?

Excerpt 1: “In my quest to provide a thorough overview for students, I learned many valuable lessons about the importance of scaling back the quantity of information imparted during lectures in favor of highlighting essential information and leaving time for questions and review. To keep such a high number of students engaged, I had to be creative in designing my presentations and incorporating different kinds of media along with activity days and small work group work. These efforts were fruitful as the feedback in an anonymous mid-semester survey showed. One student commented, ‘The method of lecturing which [the teaching assistant] showcased was the ideal learning format for me. There were simplified definitions, much repetition, the spoken lecture said more than the slides themselves, the visuals were informative and in class activities were entertaining.’”

Excerpt 2: “I approach teaching as a team effort, which builds on a collaborative partnership between instructor and students. I invite students to ask questions, suggest topics they wish to further explore, share areas in which they need further support, and offer suggestions on how I can better present the course materials. In each course, I implement a mid-semester online survey for students to offer feedback, which I then incorporate into the second half of the semester’s teaching.”

Excerpt 3: “‘Keep doing what you’re doing,’ a student wrote in a mid-semester evaluation for my most recent course, ‘Make people think. Make them uncomfortable. Make them ask questions.’ My approach to teaching philosophy begins with these three imperatives. I want students to learn to think about different topics, question the world around them, and feel uncomfortable with all that they take for granted.”

Excerpt 4: “To deliver student-centered curriculum and pedagogy with a critical orientation, I aim to design syllabi around transformative experiences that reflect the development of critical consciousness through explorations of power, privilege, and oppression. For example, in reorganizing a graduate course on popular culture in higher education, I used readings from diverse scholars and disciplines to broaden students’ purview on ways of knowing. One student from the popular culture and higher education course wrote on the teaching evaluation, ‘This is one of the best graduate courses I’ve taken because the selected readings were engaging and our class discussions and activities complemented these readings.’ This approach to curriculum development invites students to grapple with multiple knowledge perspectives, understand themselves and the world around them, and consider critical action. Another student noted on the teaching evaluation, ‘Thank you for challenging the way I consume and think about pop culture. I appreciate the ways you have tried to decolonize the learning process and incorporate critical pedagogy.’”