

Class–Reaction Survey

Purpose: This survey is designed for you to provide feedback on key information presented during today’s class. It offers me an opportunity to respond to questions or clarify misunderstandings and offers you the opportunity to self-reflect on your own learning.

Scale: Please use the following scale to rank each of the statements below.

- 1 = Agree
- 2 = Somewhat agree*
- 3 = Disagree

*If you select “2” or “3” for any of the items, please offer an explanation or question related to the area of confusion. This will allow me to provide clarity and adjust my instruction for future classes.

Directions:

Statement				Explanation/Question
1. The purpose of the activity or assignment is clear.	1	2	3	
2. The connection between the activity or assignment and course learning outcomes is clear.	1	2	3	
3. I understand each step and can work to complete the activity or assignment.	1	2	3	

Explanations:

Statement				Explanation/Question
1. I understand the key concept(s) explained during today’s class.	1	2	3	
2. The instructor presented the material at a good pace.	1	2	3	
3. I understand all vocabulary the instructor used and defined.	1	2	3	

Class–Reaction Survey

A Guide for Instructors

Your students have completed the class-reaction survey. What’s next? This guide will help you use the surveys to adjust how you give directions and explanations and provide your students with greater clarity.

Survey Results and Action

If at least one third of your students selected “2” or “3” for any of the survey items, read through the explanations and questions students shared to identify key areas of confusion.

To assist you in effectively responding to meet student needs, we have offered several suggestions in each category.

For Directions:

Survey Responses	Suggestions
1. The purpose of the activity or assignment is not clear.	<ul style="list-style-type: none">• Explain the purpose of the activity or assignment both verbally and on written guidelines.• Ask students, “What is the goal of this activity/assignment?” and have them repeat it to you in their own words.
2. The connection between the activity or assignment and course learning outcomes is not clear.	<ul style="list-style-type: none">• List the course learning outcomes aligned to the activity or assignment on your written guidelines.• Ask students, “How does this assignment/activity help you achieve the course outcomes?” and engage them in a discussion.
3. I do not understand each step and do not feel prepared to complete the activity or assignment.	<ul style="list-style-type: none">• Provide detailed directions, one step at a time, in writing.• When explaining the steps, stop after each step to check for understanding and answer questions.• Model the steps in class with a student volunteer.• Provide a sample of the product you want students to produce.

For Explanations:

Survey Responses	Suggestions
1. I do not understand the key concept(s) explained during today's class.	<ul style="list-style-type: none">• Provide organizational cues when explaining difficult concepts: Forecast ("Today's lesson will cover..."), highlight key points ("Write this down."), signal transitions to a different focus ("Now that we've covered X, let's discuss Y."), and repeat main points or difficult information.• Provide multiple examples and scaffold them from simple to more complex.• Integrate visuals—diagrams, videos, pictures—when they are relevant to your explanations.
2. The instructor did not present the material at a good pace.	<ul style="list-style-type: none">• Speak at a slower pace when the information is new or complex or when students are taking notes.• Cover a small amount of content and pause to check for understanding or to apply the information before explaining the next idea.
3. I do not understand all vocabulary the instructor used and defined.	<ul style="list-style-type: none">• Introduce new terms one at a time and provide a clear definition of each term.• Write the terms and definitions on the board or provide a handout and refer to the handout as you start using the new terminology.• Choose vocabulary/language that students generally understand rather than language you would use with colleagues in your discipline.