

4E: Critical Incident Questionnaire

Lori Ogden, PhD, Teaching Assistant Professor, Department of Mathematics, West Virginia University [00:00:12]

What I'd like to do now is I have a questionnaire that I'm going to hand out. I called it the Critical Incident Questionnaire. What I want you to do is just to reflect on this last week of instruction. And I really sincerely want to know what worked for you and what didn't work for you.

Lori Ogden, PhD [00:00:25] The Critical Incident Questionnaire gives students the opportunity to say what's working for them and what isn't working for them. And that's important. I mean, I can, I can deliver the best lecture in the world, but if, if it didn't, you know, help my students, then, then what's the point?

Lori Ogden, PhD [00:00:41] This is totally anonymous. And it's not the university course evaluation that, you know, everybody gives every semester. This is just something that I'm handing to you because I really do want to know what's working and what's not so I can adjust the class accordingly.

Brittany, Student, West Virginia University [00:00:54] To be able to give your teacher feedback is important because that shows that they're willing to make a change to help better the students.

Alison O'Malley, PhD, Assistant Professor, Department of Psychology, Butler University [00:01:01] What I'm distributing right now is a Critical Incident Questionnaire that's going to provide me with some immediate insight into the exercises we did today. Let's take about three minutes or so to complete this and then we'll talk about it together.

Alison O'Malley, PhD [00:01:16] It's asking really about the totality of the classroom experience, what stuck with them, what didn't, and it's a really useful way to capture the learning process.

Alison O'Malley, PhD [00:01:26] Let's hone in on this first question about something you experienced, honing in on a particular moment where you felt really engaged with what was happening.

Student [00:01:36] Putting the data on the board, showing us how many words. I felt like I learned a lot from that.

Alison O'Malley, PhD [00:01:40] So keep that word search in the teaching arsenal. Let's talk about where you felt some psychological distance from what was happening in this classroom space.

Student [00:01:52] Just reviewing project one and two of the three-part series. It wasn't like, I need to get this information right now.

Kristen, Student, Butler University [00:01:58] It probably tells you a lot about how you learn, like maybe you're less engaged when you're working with people. So that's kind of cool that you can reflect on different learning styles.

Alison O'Malley, PhD [00:02:08] It's essential that students possess an awareness of the way they learn, because otherwise that myth that you can encounter something once and use it effectively will persist. That's not how human beings work, right? We need practice. We need repeated exposure with material. We need to be able to play with it. And without that, learning is compromised. There is tremendous amount of value in students thinking about their learning, learning about their learning.