

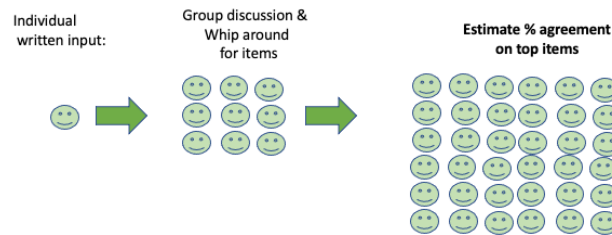
What to expect from a Group Instructional Feedback Technique Visit by the Center for Excellence in Teaching and Learning (CETL)?

The Group Instructional Feedback Technique (GIFT) is a process that allows faculty to gather information on student learning in their classrooms, usually after the course has had some time to get moving and find its rhythm, but early in the term.

The confidential and formative professional development for individual instructors is encouraging an open-mind and questioning attitude. GIFT visits itself are not meant to evaluate or document teaching excellence, but are rather, provide constructive, supportive and detailed feedback on the goal(s) the instructor is attempting to achieve in the classroom. Reflection on the GIFT experience can be used in a teaching portfolio.

The GIFT Process

1. Faculty meet with a CETL consultant to provide context and determine 3-4 questions to be asked.
2. During the classroom visit (15 -30 minutes) the consultant explains the purpose of the visit, organizes small groups to address the questions, and gathers feedback in the *absence* of the instructor.



3. In a follow-up meeting with the consultant, classroom findings and possible improvements are discussed. Participants receive a synopsis of student responses.
4. Optional personal reflection on the GIFT and communication back to class on potential changes

Benefits of the GIFT:

- Changes can be made in a course before the term is over.
- Opens and strengthens communication between you and your students
- Clears up possible misconceptions about the course
- Helps explain methods and reasoning used in your course
- Encourages students to share responsibility for their learning outcome in course
- Tends to increase student motivation in course as students see your interest in instruction.

Based on Snooks, M. K., Neeley, S. E., & Williamson, K. M. (2004). 7: From SGID and GIFT to BBQ: Streamlining midterm student evaluations to improve teaching and learning. *To improve the academy*, 22(1), 110-124.