Strategy: Classroom Advisory Board

Select a group of students to obtain, provide, and manage feedback from specific classes or a group of classes to assist you in having access to information about how students are learning in your course/s.

Origin

Grossman Tabak, K. (2012). From a teaching focus to a student centered classroom: Building collaboration in the classroom. *Teaching and Learning Together in Higher Education*, *1*(5). Retrieved from https://repository.brynmawr.edu/tlthe/vol1/iss5/4/

Application

Classroom Advisory Boards can assist in providing course-specific feedback, general teaching and learning feedback, and/or feedback on a new course or project.

1. Select students for the board. *Students wishing to serve must submit a resume to the instructor. This will allow you to select students with diverse perspectives. As the board grows, you can utilize other students to assist with the selection process.*
2. Set up a system for continuous feedback. *The Advisory Board can assist you in collecting feedback in a variety of ways.*
    a. Monthly meetings: The board meets monthly with the instructor
    b. Ombudsman: Announce who the board members are and encourage students with concerns who do not want to contact the instructor to contact students on the board.
    c. Small Group Discussions: Consider utilizing these students to conduct forms of evaluation including small group instructional diagnosis and other classroom assessment techniques.
3. Establish regular meetings. *The Advisory Board meets monthly.*
    a. Each meeting includes an agenda, action points, and feedback.
    b. Students take turns running the meeting.
    c. Instructor provides a response, if necessary, to issues raised. This can be provided to the board (to be communicated to the class by the students), directly to the class by the instructor, or both.

Reflection

- How do you think classroom advisory boards could assist you?

- How would you adapt this idea for your use?