AUDIENCE FEEDBACK FORM

DEEPER LEARNING COMPETENCIES

Whether your students exhibit their work products during the course of the project, at the end, or both, you'll want to have many sets of eyes on theirpublic products. An audience feedback form is a method of actively engaging the audience at an exhibition. It can also be a way to gather feedback on the style and substance of the product. When exhibitions present works in progress rather than culminating products, the **audience feedback form** provides diverse and actionable feedback that students would otherwise not receive within the confines of their classroom.

WHY IS IT USEFUL?

The audience feedback form is a tool that helps convert an exhibition from a mundane, passive event to a lively exchange of ideas. By giving the audience the role of a valued evaluator and a guide to help them, they interact with the students and their work at a much deeper level. Through the feedback form, the audience's attention is turned toward aspects of the work that deserve greater scrutiny and they are prompted to ask probing questions that require students to show deeper content understanding. Because students are likely involved in the creation of the audience feedback form, the preparation of it also serves to reinforce expectations for the work product and its exhibition. After the exhibition, as students analyze the feedback forms, they use the feedback to either reflect on their culminating work product or revise their work in progress.

WHAT DO I DO?

The following steps are useful in creating and utilizing the audience feedback form:

STEPS	INSIGHTS/SUGGESTIONS
1. Determine the role of the audience members by considering the timing of the exhibition and who would typically view this kind of work product in the adult world.	The role of the audience members is often determined during the planning stage of the project when considering the project design elements of *Authenticity* and *Public Product*. At that time, you may be considering the adult world connections, how the project intersects with the community, and exhibition logistics. The role you want the audience to take will also depend on the timing of the exhibition, because the audience engagement may change whether they are viewing a work in progress or a culminating product. Sometimes exhibitions are "gamified" through a competition where students' designs, products, or presentations are evaluated and compared in order to identify the stand-outs. In this case, audience members may take the role of judges whose feedback helps crown the winner.

STEPS	INSIGHTS
2. Identify the specific audience feedback students want and also what feedback they could expect given the product and the expected audience members.	When discussing with students what feedback they want, bring in resources like critique protocols and product rubrics for reference. The protocols will prompt thinking about the kind of feedback they've sought in the past while the rubrics reinforce the style and substance that the products will embody. The rubric for the product is a starting point, not an end point, for the audience feedback form. It surely informs what we want the audience to focus on but neglects to consider who the audience is, why they are viewing the work, and how they should engage the students in conversation about their work.
3. Design the audience feedback form to be easily used by the audience and easily received and digested by your students.	Nobody comes to an exhibition of students' work looking to perform a long and complex task, so keep the audience feedback form short and simple. If you think writing is going to be an impediment, consider a digital solution like an online survey or voice recording of feedback. Making it user-friendly and manageable greatly increases the likelihood that the audience will complete it and provide high quality feedback. Likewise, forms designed so that information is easily gleaned will enable students to compile and analyze feedback from multiple forms following the exhibition. Present a draft of the audience feedback form to your students for critique. This form is a public product in its own right and should be critiqued and revised. *Early Elementary Tip:* Young students will need a form that has easy to understand components such as sentence stems and picture clues. Otherwise it will be up to you to go over the feedback with your students orally.
4. Encourage the audience to use the feedback form through accessibility, instruction, and incentivization.	When the audience arrives, their role and task must be clearly explained and supported. This might happen orally as pens and feedback forms are handed to them, or visually with signs giving them step-by-step directions as well as the purpose for their participation. You can even "sweeten the pot" by providing incentives to them, or to students, for audience participation. One example of an incentive is rewarding students for each completed audience feedback form that they collect. Another way to incentivize participation is by creating a system where audience members receive tickets for each completed form which are redeemable for refreshments. No matter how you encourage participation, make the collection or submittal method for the audience feedback forms clear, simple, and secure. You don't want to lose this valuable feedback!
5. Digest the feedback with students by guiding them in compiling and analyzing the forms.	Encourage students to share out their feedback and come to a consensus on common themes that emerge from the audience feedback. You might also ask students to use this feedback in their post-project reflections and self-assessment. Based on this analysis, determine the next steps whether it's revision of student work or re-engagement with content for greater understanding. Of course, you as the teacher have your own next steps of modifying this project, a future project, or your teaching practice.

Audience doesn't provide kind, helpful, and specific feedback.
Sometimes the audience just misses the mark by failing to provide high quality feedback. When this happens, you and your students must first diagnose where things went awry. Some questions to investigate are the following:

- Were the directions and expectations clear?

- Did the audience feedback form seek specificity?

- How was the audience supported in providing high quality feedback?

Use your answers to these questions to critique and possibly revise the audience feedback form. While it might not be feasible to stage another exhibition, it certainly is possible for students to seek additional feedback from other classes, peers, or family members using the revised audience feedback form.