



Classroom Critical Incident Questionnaire (CIQ)

What is a CCIQ?

The Classroom Critical Incident Questionnaire (CIQ) is an evaluative tool that allows instructors to receive quick feedback from students on course content and instruction. The CIQ helps instructors make decisions about their teaching and students' learning from information that is regularly solicited and anonymously given.

The CIQ is a single-page form composed of five questions. The questions ask students to focus on specifics, concrete events in class that were engaging, distancing, confusing or helpful. The instructor can distribute the CIQ to students to fill-out at the end of class each day or on the last day of class each week. The CIQ is beneficial because it: alerts instructors to classroom problems and issues, encourages students to be reflective learners, supports diversity in teaching, and builds trust between students and the course instructor. The CIQ represents one way to foster community learning. Instructors that have utilized CIQ in their classrooms have noted that students enjoy providing feedback.

References

Brookfield, S.D. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. San Francisco, CA: Jossey-Bass.

Brookfield, S.D. (2007). *Discussion as a way of teaching*. Unpublished class handout. Teachers College, Columbia University.



How to implement in the classroom

At the designated time (end of a unit, lesson, or week of classes), allow students 5-10 minutes to respond to the questions below. Remind students that this is anonymous and to hand in their responses as they leave for the day.

- 1) At what moment in class this week did you feel most engaged with what was happening?
- 2) At what moment in class this week did you feel most distanced from what was happening?
- 3) What action that anyone (teacher or student) took in class this week did you find most affirming or helpful?
- 4) What action that anyone (teacher or student) took in class this week did you find most puzzling or confusing?
- 5) What about the class this week surprised you the most (your reaction to what went on, what someone did, or anything else that occurs to you)?

At the start of the next class, read the responses aloud and discuss the feedback with the students. The instructor and class can decide how to address any issues.

Group Discussion/Reflection Questions

- 1) In your opinion, what are the strengths and weaknesses of this teaching strategy?
- 2) In what ways might this teaching strategy be combined with another strategy or enhanced by a delivery method (e.g., videos, interactive technologies, etc.)
- 3) Consider one or more contextual factors (e.g., class size, discipline-area, characteristics of learners, diversity among students) and discuss how the teaching strategy might be modified to address the(se) factor as effectively as possible?