# Feedback Tracking Sheet

This document can be used to track changes for each week of a course, so the lead faculty is prepared with a list of needed changes for the iteration period.

## How to use this document:

Live session instructors should fill out the appropriate week’s chart after each live class session. When the 2U Iteration Manager contacts the lead faculty for iteration, this document can be the basis by which to request the identified changes.

The **table of contents** lets you jump to a specific week. The **Appendix** has a sample of how to fill out the table. **Questions?** Contact 2U Iteration Manager Natalie Peterson at npeterson@2u.com.

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## Week 1

### Week 1 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 1 : Live Session, Readings, Assignments

| Feedback |
| --- |
| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 2

### Week 2 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 2 : Live Session, Readings, Assignments

| Feedback |
| --- |
| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 3

### Week 3 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 3 : Live Session, Readings, Assignments

| Feedback |
| --- |
| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 4

### Week 4 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 4 : Live Session, Readings, Assignments

| Feedback |
| --- |
| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 5

### Week 5 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 5 : Live Session, Readings, Assignments

| Feedback |
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| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 6

### Week 6 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 6 : Live Session, Readings, Assignments

| Feedback |
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| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 7

### Week 7 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 7 : Live Session, Readings, Assignments

| Feedback |
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| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 8

### Week 8 : Asynchronous Content

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### Week 8 : Live Session, Readings, Assignments

| Feedback |
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| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 9

### Week 9 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 9 : Live Session, Readings, Assignments

| Feedback |
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| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 10

### Week 10 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 10 : Live Session, Readings, Assignments

| Feedback |
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| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 11

### Week 11 : Asynchronous Content

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### Week 11 : Live Session, Readings, Assignments

| Feedback |
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| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 12

### Week 12 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 12 : Live Session, Readings, Assignments

| Feedback |
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| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
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## Week 13

### Week 13 : Asynchronous Content

| **Course content outline number** | Type of change | Description (include element number) | Notes/Clarification |
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### Week 13 : Live Session, Readings, Assignments

| Feedback |
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| Consider the live session, readings, assignments, quizzes, and exams:* What worked:
* What didn’t work:
* Suggestions for changes and improvements:
 |

## Appendix A: Examples of how to use the tables

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| **Course content outline number** | **Type of change***Examples:**Add content/section**Update link**Reorder**Rename**Remove**Move content/section* | **Description** Include element numbers | **Notes/Clarification** |
| *2.4 and 4.3* | *Move content/section**Reorder* | *Example:2.4 The text here should now be moved to be part of section 4.3. Make it the second piece of content in that portion (4.3.2) – move rest of content down* | *Example:Week 2 should no longer have the same content as 2.4. Renumber following sections to account for this.**The content that used to be 2.4 should now be 4.3.2. Please renumber the following parts of 4.3 to accommodate* |
| *10.2* | *Add content**Renumber* | *10.2 How to Register and Access Courses; Please add step between #3 and #4 and shift all others down.*  | *#4 Please choose an option:- I already have a CITI Program account.- I don't have a CITI Program account and I need to create one.Click "Create a new CITI Program account"* |

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| Feedback |
| Consider the live session, readings, assignments, quizzes, and exams:***What worked:*** *The review at the beginning was really effective; students had a lot of questions and needed clarity on the topic of X and Y. The journal article for this week was really clear.****What didn’t work:*** *The breakout group activity was confusing to students. They weren’t clear what they needed to do and respond to. The video from the CDC has been removed.****Suggestions for changes:*** *Update the breakout activity instructions to include details, a case, and break it into parts so students in each group can use it. Consider making a handout to send to each student so they can refer to it in the group. Replace CDC video with a new video, which is available for download.* |

## Appendix B: FAQs

**What is iteration?**

An opportunity each term to reflect on and make minor revisions (defined below) to course content to support student success.

**When will I be asked to submit things?**

Natalie Peterson, the 2U Iteration Manager will reach out to you and ask you to provide her with the changes you wish to make to your course by a designated date.

**What’s the best way to keep track of changes for iteration?**

The easiest way to prep for iteration is to make notes of what worked, what didn’t, and what should change after each live session. This iteration tracking sheet is meant as a tool to help you with this.

**What if I haven’t even finished teaching the term? How can I possibly know what needs to change when I’ve only taught the first half of the course?**

Iterations is an ongoing process each term. Changes that need to be made in the course after the iterations period if over will be made in the subsequent iterations period.

**What can I change during iteration?**

Iteration is the time to make the following “minor revisions” to a course:

* Edits to text pages
* Pages rearranged or deleted
* New syllabus and readings
* New or edited assignments
* New or edited quizzes/exams
* Minor text or graphical edits to produced media
* Some existing video edited, but no new produced video

**What if there’s something wrong with my course that causes problems for students?**

If you need any of the following changes, contact Faculty Support at facultysupport@2u.com. They’re the team responsible for addressing these types of urgent, student-blocking problems. These types of things can be addressed at any point in any term.

* LMS settings errors
* Content errors
* Broken hyperlinks
* Grammar, spelling and punctuation errors
* Factually incorrect course content
* Grading errors which affect how students are scored on assignments
* Missing or malfunctioning video
* Duplicate course content
* Technical issues
* Faculty training issues
* Student reported issues

**Is iteration required?**
Nope - you don’t need to change anything but we are always interested in ways to improve the course and the student experience.