

The Anatomy Behind Getting Student Feedback

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THE ANATOMY BEHIND GETTING STUDENT FEEDBACK

A key element of curriculum development (i.e. programme, module, unit, individual session) is student feedback.

However the challenge is getting constructive and valuable feedback to inform change or support implementation. The aim of the infographic is to highlight a “positive feedback network and cycle” that will promote student engagement to allow academics to consider the further approaches and/or development for the future.

PURPOSE

It is important that all students have the opportunity to provide feedback. Feedback is vital to a continuous cycle of curriculum development that supports approaches and/or promote change with a proactive approach. However, challenges exist with getting the “buy in” from students and to reduce any potential survey fatigue.

APPLICATION

What feedback approaches can be utilised? Think about the type of feedback you want?

- Formal v Informal?
- Is it task, module or programme specific?
- Does it need to follow a department/school/faculty/institutional template or pro forma?
- Quantitative e.g. Likert Scale
- Qualitative e.g. Text comments, focus groups
- Mechanism?
 - Formal; Module Evaluations, Institutional Surveys
 - Informal; “Post it” feedback, polls (mentimeter), surveys, comments (padlets)

STRUCTURE

Frame the process!

- Provide an initial launch to give students guidance on the feedback mechanisms that will be used!
- Explain how the outcomes of the feedback will be fed back to them i.e. perceived outcomes.
- Discuss with students the importance of feedback and how the current format is from previous student feedback, so they can see context and relevance.

INTEGRATION

Think about the best approach to get the feedback:

- Can you use a familiar learning platform for feedback e.g. moodle, blackboard, méforme
- When is best in the session to get engagement?
- Do you need to consider the timing based on other surveys?
- Do you think face to face or online will work best?
- Do you want specific feedback about a task or session?

CLOSING THE LOOP

It is key to emphasise importance of feedback to “close the loop”;

- How can you report the overall results to current or future students? For example; Summary report, VLE pages, module launches, module sessions.
- Do remember that the feedback is not always about acting on responses, it might be explaining and providing clarity on structure, format or content.
- Do you need to compare across units, modules, programmes?
- Are there thresholds to meet?
- Consider how you get students to self reflect on their engagement and attendance related to their feedback?