

# Student Feedback Project

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# Student Feedback Project

- A workshop to enable you to:
  - find out what we did
  - decide if it may have potential for you or teachers in your institution.

# Outline

- The case for formative evaluation, and an outline of the way the programme was set up
- Explore four case studies
- Form cross groups and exchange information and reactions

# The Case for:

- As presented in the introductory workshops

# Intro: 4 cautionary tales

- The bored class
- The enthusiasm about tape/slide
- A Likert questionnaire on 6 lectures
- The careful planning of CAL

# 4 lessons from these tales:

- Beware gut reactions
- Opinion is not fact
- Isolated data may not triangulate
- Be ready for the unexpected

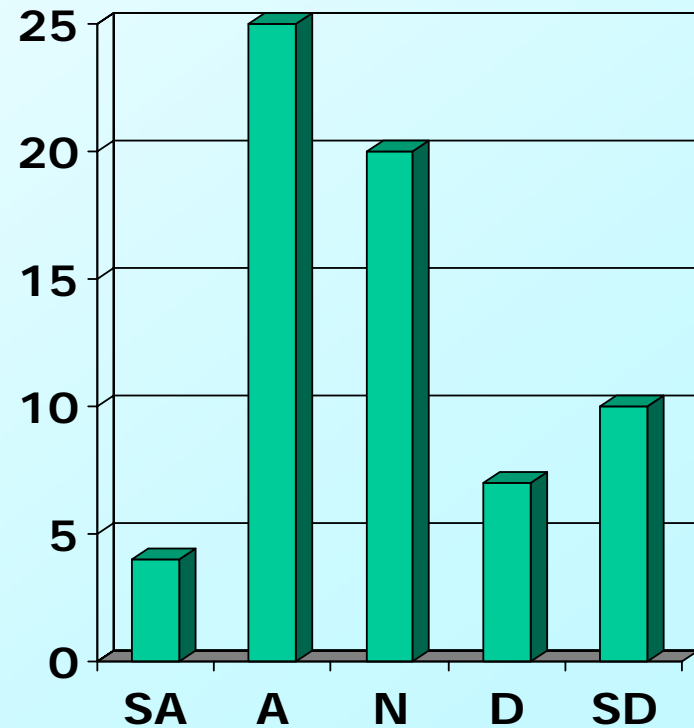
## 3 Principles to remember:

- Few methods serve more than one purpose
- Method should match purpose
- Analysing is more than summarising

# Example

The content of the lectures was clear

- Ave Score 3.28





## 2 worries:

- Do the students understand what they are asked?
- Can we objectively evaluate our own activity?



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# 1 hope:

- The best evaluation is a joint enquiry by students and teachers, with a common purpose

# Why formative evaluation?

- To complete alignment of outcomes, assessment and learning activity
- To correct wrong impressions
- To inform enhancement of L & T
- To provide evidence for reviews
- To overcome problems of questionnaire system as practiced

# Problems with questionnaires

- Fatigue
- Low return rates
- Poor design
- Questionable data
- Unused data
- Students don't see results till much later
- Students tempted to stroke us
- Time consuming to analyse if open-ended
- Neglect of what matters most to students
- No benefit for immediate cohort

# The Possibilities tabled

- - were suggestions, not hard and fast options

# Suggested approaches:

- Continue/Start/Stop
- Letter to next year's students
- Letter to lecturer
- Talk-aloud protocols
- Dynamic List of Questions
- Learning point interviews

## Other possibilities include:

- Buzz groups
- Concept maps
- Focus groups
- One minute paper
- Memory sheets, for semi-open book testing later

# Our Researchers:

- Came with a plan
- Worked to refine it
- Made their own final decision on plan
- Implemented their plan
- Reported how useful it had been
- Were protected, in that they were not asked to report findings, but rather judgement of method



# NOW

- Split into groups
- Each look at a case study
  
- Later, into cross groups to cross report and identify common questions, lessons and possibilities

# Questions

- What kind of differences to the student learning experience, occurred as a result of the evaluation?
- What could be done differently in future evaluations?
- What might you commend to your colleagues who are keen to implement formative feedback in their teaching?

## *Our* reading of the outcomes:

- Most plans were personalised
- They worked
- They unearthed valued information  
not forthcoming from questionnaires
- Students – and staff – valued impact for current cohort
- Staff will go on formatively evaluating
- Next time round won't be the same
- Reports are *not* discipline specific



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What is *your* reading of the  
outcomes?

- and your comments on what we did?
- and your questions?

<http://cebe.cf.ac.uk/learning/feedback/casestudies.html>

<http://www.cebe.ltsn.ac.uk/learning/feedback/>