

## Improving student learning through departmental student feedback self-studies

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### Possible Action Plan (A) for a Participating Department

#### **Desired Outcomes**

1. An indication of those features of teaching style and of teaching and learning activities in the programme which are felt by learners to be effective for them.
2. Similarly an indication of features which are perceived by learners to be ineffective for their learning
3. Suggestions from learners about how to develop the effectiveness of the programme

#### **Action intended**

- Publication of results of feedback enquiry, and/or proposed actions to be taken
- Immediate responses to those points which are in accordance with declared outcomes, standards and regulations
- Monitoring of effect of changes

#### **Method**

1. Approach the learners individually, and preferably in mid-semester when there is still time to make and be seen to make responses to their individual feedback.
2. Ask them to complete a simple and perhaps familiar proforma, in which they pass on requests to Continue/Start/Stop. Under these three headings they suggest features of the programme which are working well for them, and which they would wish to continue; features which are not present, but which they would welcome; and features which they find unhelpful, and would like to see discontinued. [The reversal of order, from the more usual Stop/Start/Continue, is thought important.]
3. After each request, ask them to give a reason – that something should be stopped *because* .....; that something should be introduced *because*.....; that something should continue *because* it is effective in .....
4. Indicate intent to analyse responses with particular emphasis on reasons, and the messages to be taken from them.

#### **Analysis of Feedback**

This will probably be most helpful to the lecturers if assembled first under reasons both for retention of approach and for change, since these will indicate where there are successes and needs in the design of the current programme.

Lecturers concerned will wish to consider first if they identify any needs as widespread within the class group, or individual; and to add to that consideration their own perceptions of need and scope for improvement.

Thereafter lecturers will wish to select between possibly several options for retention of present practice and for action, including some of their own suggestions there, and will decide accordingly

Finally thought will be given to the means by which the effectiveness, as opposed to the mere popularity, of the changes will be monitored - once changes have been introduced.