

Improving student learning through departmental student feedback self-studies

Possible Action Plan (E) for a Participating Department

Desired Outcomes

For a single class activity, of 1-3 hours duration, a lecturer wishes to find out:

1. What expectations the students have of the session.
2. How well these expectations are met.
3. How well these needs have been anticipated in the planning of the event, or responded to during the delivery of it

Action intended

- Checking of the intended outcomes of the session, against learners' expectations
- Checking of both teacher's intentions and learners' expectations against reported learning
- Awareness of outstanding needs at the completion of the session, to inform decisions about further action in that respect

Method

1. The lecturer will ask each student to note before the session begins the questions for which that student hopes to have an answer by the time the session is complete. [Specific questions on items on a problem sheet are not, of course, to be included, although generic questions relating to the solution of problems of that type are perfectly legitimate]
2. The lecturer asks the students, at regular but not boringly frequent intervals during the class, to amend this question list – adding anything new which has come to mind for whatever reason, and deleting questions for which an answer has now been obtained.
3. The lecturer indicates that where outstanding questions figure on a considerable number of lists, they will receive attention in the next class session, or in a chat room. Other outstanding questions, if at all possible, will be dealt with on a one-to-one basis or on the web site.

Analysis of Feedback

1. The lecturer lists expected needs, addressed as learning outcomes for this session.
2. Under expected needs, the lecturer lists reported presence on students' lists, divided into those needs *achieved* for the learner (scored out) and those *outstanding*.
3. The lecturer decides what action, if any, to take in regard to outstanding needs – both as remedial action after this session, and for possible redesign of the session (and others like it) before next presentation of it.
4. The lecturer looks for planned learning outcomes which were not anticipated by student needs as listed, and considers why this might be so, and if it calls for action next time.