The student experience of providing feedback: Do universities listen and act?
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The student experience of providing feedback: Do universities listen and act?

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STUDENT EVALUATION
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Bond University

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Marian Tulloch (Team Member)  
Charles Sturt University

Beatrice Tucker (Team Member)  
Curtin University

Jo-Anne Kelder (Team Member)  
University of Tasmania

Sid Nair (Team Member)  
University of Western Australia
Thank You

...to all the students, educators, evaluation personnel and educational leaders who shared their strategies and success stories
Student involvement in quality processes should start from the idea of building learning communities. Practically speaking, this involves shaping student expectations of their role as responsible partners who are able to take ownership of quality enhancement with staff and engage with them in dialogue about improving assessment, curriculum and teaching.

- Paul Ramsden
The QUESTIONS?

01
How can we measure student engagement and learning success using student evaluation processes?

02
How can students contribute to on-going improvement in university learning and teaching?
“To measure differences in the quality of teaching, namely those aspects of teaching in which students have direct experience and therefore validity to comment.”

- Taylor & Taylor (2003)
The aims of this project are to describe and disseminate Australian case studies of effective systems, approaches and strategies used to measure and improve student course engagement and learning success through the use of online student evaluation systems. Six universities have developed innovations. This project aims to disseminate these and additional strategies to the sector.
System Highlights

Pop-up Feature
- Implemented an online pop-up feature that integrates with the learning management system to achieve response rates over 90%

Usability
- Created a user-friendly system, making it easy for students to enter comments and advertise the importance of the comments

Text Analysis
- Implemented a text-analysis feature to identify key themes within the comments, which would enable targeted responses and resulting actions to the identified issues

Survey Design
- Ensured that the wording of the questions derived the responses that achieve the goals motivating the evaluation (i.e. if the purpose of the evaluation is to improve learning, then asking the students what changes would help them learn, was important)
System Highlights

Efficiency
- Reduced administrative workload associated with setting up evaluations. Wide spread coverage of all units taught through a standardized and centralized system with efficient reporting mechanisms.

Incentives
- Increased student engagement and commitment by way of releasing grades early as an incentive for students that complete their evaluations.

Collaboration
- Working with students to provide constructive/professional comments by connecting with them through email and newsletters from the DVC.

Survey Design
- Ensure that the wording of the questions will derive responses that will achieve the goals motivating the evaluation (i.e. if the purpose of the evaluation is to improve learning, then ask the students what changes would help them learn).
System Highlights

Usability
Simple, intuitive evaluation system which students can access directly through the “Have Your Say” button within their LMS dashboard

Efficiency
Centralized online system which requires very minimal resources/work in setting up evaluations and analysing and generating reports

Accessibility
Using an online system has enabled greater reach/coverage of students in remote areas or studying via correspondence

Reporting
“Traffic light” reports provide a summary/overview of high and low performing subjects within the dashboard, leading to better informed decisions
**System Highlights**

**Accessibility**
Simple, easy access evaluations which students can complete via a mobile app.

**Survey Design**
Administration of two separate surveys according to the type of course a student is undertaking, which has provided greater insight into how the courses are working.

**System Integration**
Integration of evaluation data with other university databases to get more holistic and powerful reporting features.

**Alignment**
Ensured there is greater alignment of questions with the curriculum and they reflect what students value about their learning experience.
System Highlights

**System Integration**
Seamless integration with multiple databases to enable thorough interrogation and triangulation of data as they relate to outcomes.

**Reporting**
Data is used as a quality improvement mechanism for the teacher, unit and course to inform areas of practice within Teaching and Learning.

**Construct**
Survey questions are tied closely to student engagement and the student experience.

**Alignment**
Data is utilized extensively throughout the course review and development processes which is used to inform course level decisions.
System Highlights

Student Voice

Ability to provide students with a voice to discuss their concerns and positive experiences

Administration

Multiple evaluation instruments allow for targeted, meaningful responses/results
System Highlights

Efficiency

Ability to easily setup and moderate different timings for various subjects as needed

Reporting

Well embedded system processes which integrates with the learning management system for easy access and more comprehensive data interrogation

System Integration

Ability to track and cleanse data that may be offensive/unconstructive
The Overall RESULT

- Efficiency: 5
- Survey Design: 3
- System Integration/Design: 6
- Data Usage/Reporting: 4
Do you see evidence that your university applies the feedback students provide to making improvements?

Common Strategies/Practices:

**In-class Communication**
- Verbal report to class
- Written report to class
- Student Representative report

**Electronic Communication**
- Targeted email
- Subject/Unit Outline
- LMS/Subject Site
- Student Portal

**Print**
- Posters/flyers
### SHARING RESULTS with STUDENTS

<table>
<thead>
<tr>
<th>Institute</th>
<th>Reports SECT outcomes to students</th>
<th>Where are outcomes published</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACU</td>
<td>YES - Limited</td>
<td>Unit Outlines</td>
</tr>
<tr>
<td>Bond University</td>
<td>YES – Only Quantitative Data</td>
<td>Student Portal, Library Reserve</td>
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<tr>
<td>QUT</td>
<td>YES – Only Units</td>
<td>Student Portal, Course Profile/Outlines</td>
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<td>Charles Sturt University</td>
<td>YES – Only Subjects</td>
<td>Subject Outlines</td>
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<td>Curtin University</td>
<td>YES – Only Units</td>
<td>Online, Unit Outlines</td>
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<td>Online, Unit Reports</td>
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<td>Online, Unit Outlines</td>
</tr>
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<td>Australia</td>
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</tbody>
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www.studentevaluation.org

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