

## **Obtaining Student Feedback (SF) that is meaningful**

### **Introduction:**

Feedback processes that are not meaningful have no inherent value (other than for KCL metrics).

A very emotional process for all involved

FB needs to acknowledge the emotions as well as engage participants in reflection and considered evaluation

Training, practice and discussion are necessary components

We must move away from SF that is one way and judgmental.

### **What are the purposes of SF?**

To see how the student learning is going- the prime focus

To have feedback on our teaching- the delivery, the content, the resources and to what extent we are supporting the student learning inclusively- we need to step into 'student shoes'

To establish that SF is not an add-on but part of an ongoing dialogue and reflection during the module

To help forge good relationships

Accountability.

### **Key issues**

SF is an integral part of the learning cycle

A three way engagement/ discussion: student to tutor, tutor to student, student to self

Reject the mindset of end of course summative (simplistic, impressionistic, influenced by feelings for tutor); instead see end of module as part of a formative process

Looking back as well as forwards on learning and targets for improvement/ development

Multi- modal formats of SF for divergence, motivation, inclusivity

Tutors to be part of the process in undergoing the same process- your emotions, your evaluation, your targets

### **Questions we might ask**

How to shift the mindset from evaluation of tutors/ the course to self – evaluation?

What are the right questions to ask in evaluation/ feedback ?

What are the most effective strategies to engage students to be reflective and engaged?

Confronting negativities- how to reframe constructively?

Futures thinking – SMART targets- an ongoing part of the learning process- targets for what?

### **The module proforma**

IMO profoundly unsatisfactory and begs lots of questions:

What does e.g. ‘intellectually stimulating’ mean to students? How and when are they asked to explore ideas and concepts? Marking criteria- exemplars? Do students understand the criteria? Do they know what ‘good’ looks like? Is the handbook/ study guide student friendly? Have students asked for help and support? Do they feel comfortable doing so? Do you make a point of including all students as a matter of course? Do you praise?

And besides,

Do they understand their role as contributors to the learning group?

### **Making SF formative and constructive**

From the outset, establish the role of reflection in the module and the focus on self- learning and self- regulation – supported, of course, by tutors

Create spaces in your sessions for student reflections and not just at the end

Establish a dialogue and ask students in sessions ‘How are **we** doing so far?’ and, towards the end, ‘How have **we** progressed our learning?’ and What have **we** struggled with and what can we do about it?’. Take examples from selected and different students. Confront problems as you go- be humble

ABR type activities e.g. traffic lighting; emojis; visualisers such as ‘the ship at sea’- where are you in the picture? Also learning journeys; blogs, poems and haikus, reflection diaries. Also collaborative, in class or/and use of social media e.g. WhatsApp group, FB closed group. I suggest a varied approach, sometimes you decide, sometimes they do. Focus can be general or single focus.

### **Conclusion**

Knowing and managing their expectations – ascertain their needs and expectations at the start of the module; build evaluation procedures into the module, flag these up continuously

Wrap the module around the formative approach but tie into the summative module evaluation- ensure to discuss what the module evaluation Qs towards module end. Show the Qs say in session 2 ( not session 1 that must be attention- grabbing and a ‘hook’) so that they are familiar with the terms

Continuous dialogue and interactions in a community of practice within the group- ensure they understand they have an important role in the CoP

Development of constructive assessment and evaluation skills that will be useful for their futures

Focus on SF on selves! Agency in and ownership of their learning, confidence in their assessment of learning outcomes

**Thank you for listening and reflecting. Let me know how your boat sails! Jane**