

CLOSING THE LOOP ON STUDENT FEEDBACK

Why is closing the loop on student feedback important?

Closing the loop on student feedback means communicating about student responses and what has been done as a result of student feedback to students. It is a key component in the cycle of quality improvement of USQ courses and programs.

Closing the loop on student feedback allows program and course examiners to target areas for improvement in courses and programs that will benefit future students. However it can also provide the means to show current students that their feedback is valued, in particular, how prior student feedback was used to improve learning in their courses (Ballantyne, 1997).

Ultimately, this closing of the loop on student feedback contributes to quality learning and teaching, but it demonstrates to students their value as key stakeholders of the university. Doing this encourages students to participate in the university's student evaluation processes. This, in turn, can lead to an increase in overall response rates.

How to close the loop on student feedback with students?

- Place your response to current student feedback on the course Study Desk.
- If you conduct a mid-course evaluation – respond directly to students by addressing emergent issues, which will lead to enhancements in teaching and learning for current and future students in a short time frame.
- Discuss the outcomes of student feedback from previous evaluations with new students in the course next time it is offered. (See over for example)
- For distance/ off campus students, email the students your response to their views directly, post an announcement, or set up a discussion forum on Study Desk.

How to close the loop on student feedback with supervisors and peers?

- During the annual review of courses and programs report on the improvements you have made based on student feedback.
- Student feedback is data. Structure the process of evaluation as a research project and present at conferences on learning and teaching scholarship. See flyer on Scholarship of Teaching and Learning, at the LTSU website [See link below].

Example

- Communicate the changes/ responses in your introductory materials.

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- **Course modifications in response to student evaluation of course survey**
- The following changes were made based on student feedback the last time this course was offered.
- **Student Feedback:** Students reported that they did not understand some of the course topics.
- **Action:** A quick weekly mini test, peer assessed by students, will be introduced. After completing a topic, you will be asked two or three short questions at the beginning of next class. Questions will have to be completed in 10 minutes. The answers will be marked by your peers to allow for quick feedback based on the marking criteria provided. The peer assessed mini tests constitutes 10% of your grade.
- **Student Feedback:** Students felt that the feedback on assignments did not improve their understanding of the course.
- **Action:** The two group assignments will be maintained. However, two feedback classes will be introduced after the assignments are returned in Week 4 and 8. During the feedback classes, I will consult with your group on the areas for improvement, particularly, the content to clarify your understanding of the topic.

Further Information

Post Evaluation Online Toolkit at the LTSU website: <http://www.usq.edu.au/learnteach/>

Reference

Ballantyne, C. (1997). Improving university teaching: Giving feedback to students. In R. Pospisil & L. Willcoxson (Eds.), *Learning Through Teaching, Proceedings of the 6th Annual Teaching Learning Forum* (pp. 12-15). Murdoch University, Perth: Murdoch University.

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