

FEEDBACK



# Raising student satisfaction with feedback: A Case Study

# Case Study Context

- Curtin University School of Education, Western Australia
- Initial Teacher Education (Undergraduate) programs
- Fully online units
- Taught largely by sessional academic staff
- Student cohort in excess of 2000
- National reach – most students in Vic and NSW

# What needed fixing?

Data was persistently showing lower levels of satisfaction with feedback than with other aspects of the student experience, drawn from two student feedback tools:

- Curtin University's eVALuate student survey, administered to every group of students completing every unit offered by Curtin in each iteration
- Open University Australia's Student Satisfaction Survey, administered to students in certain units each Study Period: each unit is surveyed once per year.

So, particular unit iterations/student cohorts may be surveyed by both eVALuate and SSS, or only by eVALuate. Every unit will be surveyed by both at least once per year.

# Data from May 2012 (program life: 3 years) - all units surveyed

## Rank order of satisfaction measures that link to academic input

| Rank | Measure   |
|------|---|
| 1    | Clear and relevant learning goals                       |
| 2    | Clear unit description and expectations                 |
| 3    | Relevant interesting learning activities and discussion |
| 4    | Timely & helpful feedback                               |
| 5    | Interested and supportive academics                     |

**Wide differential between 1 and 5.**

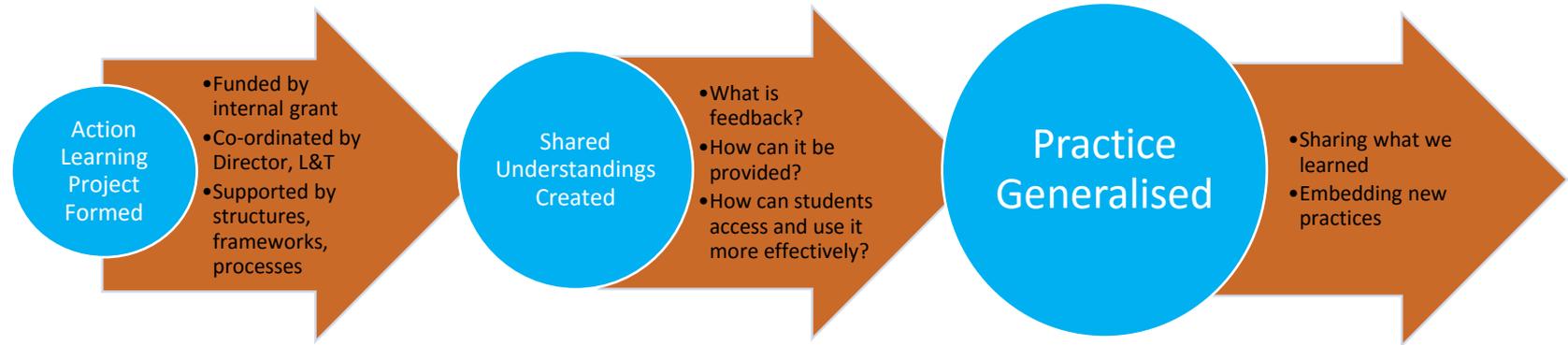
# What Changed? Data from May 2016 (program life: 7 years) - all units surveyed

## Rank order of satisfaction measures that link to academic input

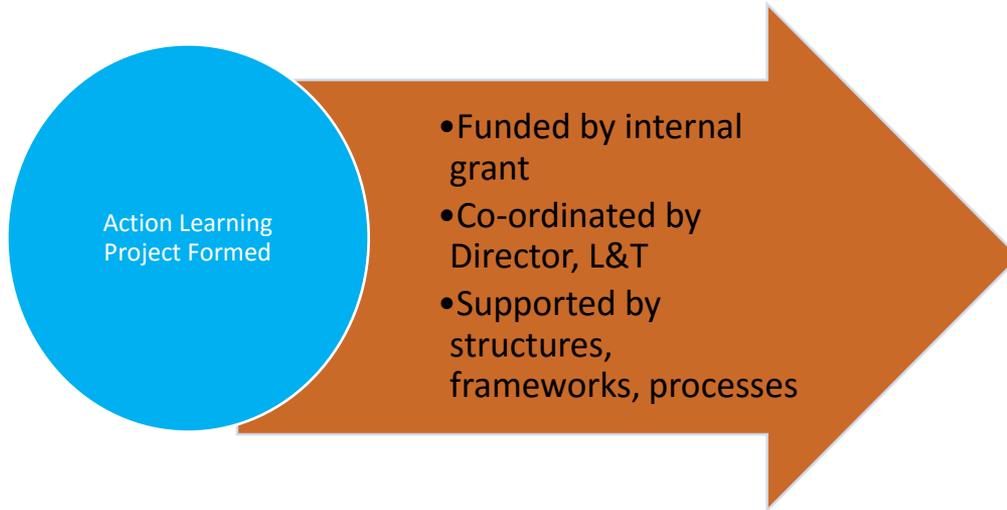
| Rank | Measure   |
|------|---|
| 1    | Interested and supportive academic staff                |
| 2    | Timely & helpful feedback                               |
| 3    | Relevant interesting learning activities and discussion |
| 4    | Clear and relevant learning goals                       |
| 5    | Clear unit description and expectations                 |

**Narrow differential between 1 and 5.**

# What did we do? An Overview

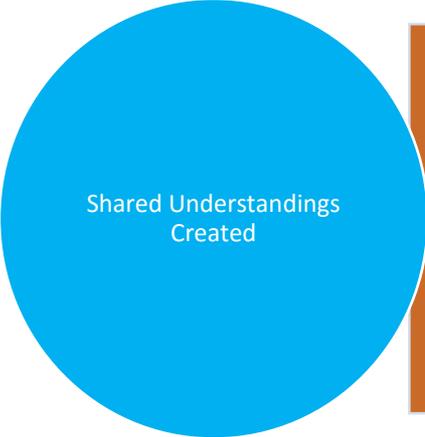


# 1: Find some money and make a plan

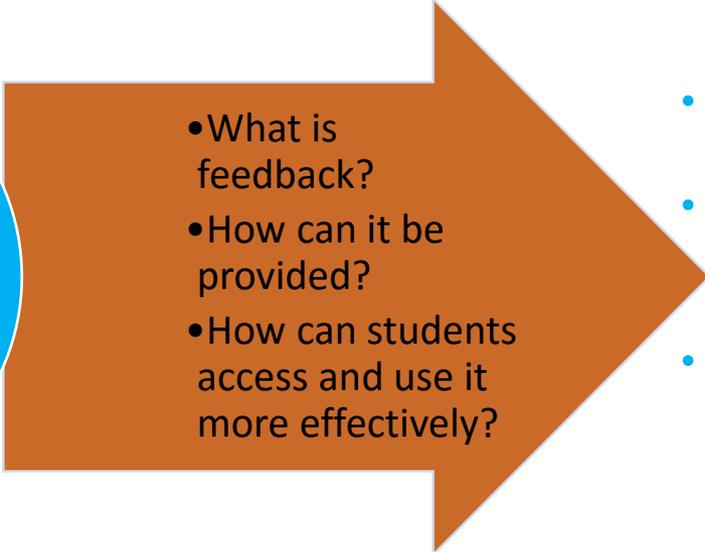


- Successful submission for a University T&L grant of \$10K, to pay sessional staff and RA time. Ethics clearance obtained.
- AL group formed by EOI to sessional staff, led by 2 key academic staff and led by Director, T&L
- Group engaged in learning about AL processes, provided with frameworks for planning, reflecting, tracking actions
- Regular meetings held to report to group, receive feedback, advice.

## 2. Investigate and Understand the Subject

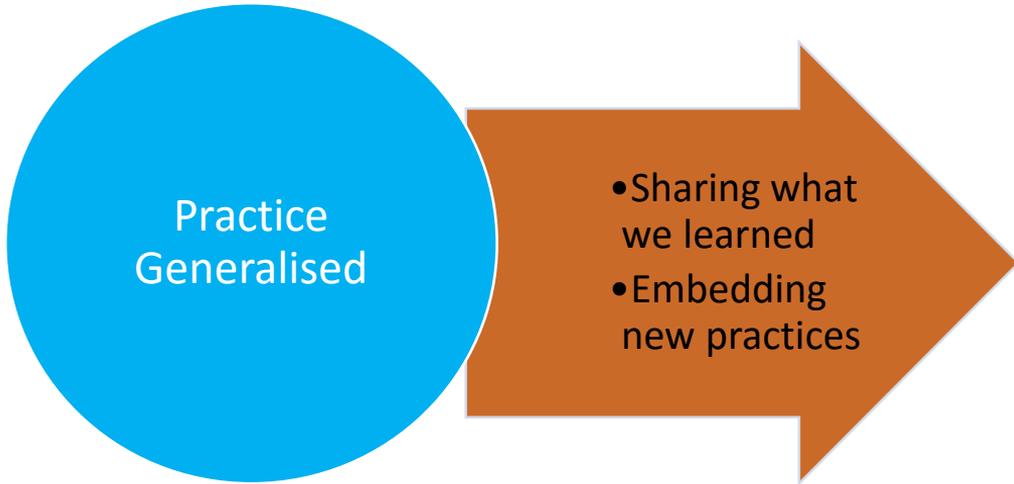


Shared Understandings  
Created

- 
- What is feedback?
  - How can it be provided?
  - How can students access and use it more effectively?

- Feedback can be formative or summative , specific to a task or for general academic development. Purpose will help determine form.
- Feedback can be provided in oral, written, audio or video form, and mixing this up works well.
- Feedback can be provided before (feed-forward), during or after tasks
- Feedback can be formal or informal and can be provided by peers as well as teachers
- Access and value of feedback can be enhanced by : clearly labelling it as feedback, providing it in a variety of places, explicating its purpose, and ensuring it is clear and educative – the “so what”.

# 3. Include Others



- Processes, findings, data, feedback from students shared within AL group through presentations
- Presentations to other academic staff through University T&L events
- AL group members Champions within their units and courses
- Key principles, organisers, templates provided on online shared resources repository for all teaching staff
- PL module designed and run regularly for sessional teaching staff
- Student satisfaction data provided to staff regularly

# Why was it effective? Lessons Learnt

1. Provide Resources



2. Provide Structures & Support



3. Develop understandings

4. Plan and implement strategies

5. Build Champions; create communities of practice

6. Keep the conversation going



| ACTION PLAN |      |      |     |
|-------------|------|------|-----|
| WHO         | WHAT | WHEN | HOW |
|             |      |      |     |
|             |      |      |     |



# If you want more:

- See paper associated with this presentation
- Contact me [v.morey@curtin.edu.au](mailto:v.morey@curtin.edu.au) I can:
  - Provide you with more detail on a specific part
  - Help facilitate a process with your staff