

Embedding Ongoing Feedback Approaches in Modules and Programmes



Embedding Ongoing Feedback Approaches in Modules and Programmes

About this Guide

Who is this guide for?

All Maynooth University staff who teach/support teaching



Time to read guide
5 mins

When should I use this guide?

Anytime you wish to gather feedback from students on their experiences of teaching and learning

Purpose of this Guide

To provide guidance for embedding ongoing feedback practices into modules and programmes.

It explains

- what embedding ongoing feedback approaches in modules and programmes means
- why you might want to do this
- how to go about embedding ongoing feedback approaches in your teaching

What do we Mean by 'Embedding Ongoing Feedback Approaches'?

Ensuring that feedback is regularly sought from students on their experiences of teaching and learning throughout their studies.

Why do we Want to Embed these Approaches into Modules and Programmes?

It encourages students to respond to requests for feedback.

It allows small problems to be resolved quickly which enables the module or programme to run more smoothly.

It encourages students to become more active participants in the university community.

Encouraging dialog between staff and students can provide students with insights into the efforts required to make a course successful, highlighting what cannot be changed as well as what can.

Embedding Ongoing Feedback Approaches - Tips

Develop a Team Feedback Plan. Before teaching begins, the module or programme teaching team should agree on the methods that will be used to gather feedback; if possible, you should include student reps in this process. Emphasise the importance of feedback from as early as possible and explain how and why feedback will be gathered.

Adopt a Portfolio of Feedback Methods. Different methods can provide different kinds of insights, for example, a short weekly meeting with student reps might shed light on matters that can be immediately resolved, a mid-semester focus group might provide the in-depth feedback necessary to enhance a specific aspect of teaching. Adopting a range of approaches including methods for gathering anonymous feedback, helps to ensure that more students will feel comfortable providing feedback.

Close the Feedback Loop. Responding meaningfully to feedback encourages students to continue to give good quality feedback.

Consider Using Instant Response Technologies. In-class response technologies can allow students to answer survey questions or make comments anonymously in a way that provides feedback rapidly to the instructor. These can be particularly useful for large class groups.

Resources

The University of Edinburgh provides descriptions of a variety of ongoing and mid-course feedback approaches. See for example [Mid-Course Feedback](#) and [Closing the Feedback Loop](#). See also Susan Rhind [Using Top Hat for mid-course feedback](#)

NSTeP provides a range of resources on student partnership available [here](#)

DCU: [Guide to Teaching Evaluation: Getting the Best Out of Your Reflections](#)

Y1Feedback provides some interesting information on how more dialogic forms of feedback on assignments enables students to become more reflective learners. [Y1Feedback \(2016\). Feedback in First Year: A Landscape Snapshot Across Four Irish Higher Education Institutions](#)

References

Bovill, Catherine and Cherie Woolmer. 2020. 'Student engagement in evaluation: expanding perspectives and ownership', in Tom Lowe and Yassein El Hakim (Eds), *A handbook for student engagement in higher education: theory into practice*. Abingdon, Oxfordshire: Routledge.

Chilvers, Lucy, *et al.* 2019. A student-staff partnership approach to course enhancement: principles for enabling dialogue through repurposing subject-specific materials and metaphors. *Innovations in Education and Teaching International*, (October) pp. 1-11.

Gibbs, Jacqueline, *et al.* 2019. Pedagogies of inclusion: a critical exploration of small-group teaching practice in higher education. *Teaching in Higher Education* (online first view).

Isaeva, Razia, *et al.* 2020. Students' views on dialogue: improving student engagement in the quality assurance process. *Quality in Higher Education*, 26:1, pp. 80-97.

Mercer-Mapstone, Lucy, *et al.* 2019. Are we just engaging 'the usual suspects'? Challenges in and practical strategies for supporting equity and diversity in student-staff partnership initiatives. *Teaching in Higher Education* (online first view).



Date of Publication: March 2021.

Authors: Joe Curran, Centre for Teaching and Learning, and Student Feedback and Teaching Evaluation Initiative Team.

The Student Feedback and Teaching Evaluation Initiative (aka Enhancing Teaching and Learning through Programme and Module Evaluation Initiative) was funded by the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education 2019 – SATLE (HEA in partnership with the National Forum for the Enhancement of Teaching and Learning in Higher Education).

How to cite this guide: Curran, Joe, Centre for Teaching and Learning, and Student Feedback and Teaching Evaluation Initiative Team. (2021). *Maynooth University Student Feedback and Teaching Evaluation Initiative Guide: Embedding Ongoing Feedback Approaches in Modules and Programmes*. Maynooth: Maynooth University.



This guide is licensed under Creative Commons: Attribution-Non-Commercial-Share Alike 4.0 International (CC BY-NC-SA 4.0). Please provide attribution and link to Maynooth University Student Feedback and Teaching Evaluation Initiative.