

Using Student Feedback Service questionnaires to enhance teaching for learning

Analysing your Student Feedback Service questionnaire responses

1. Overview: take a few moments to look through the summary of responses for an overall impression then put the summary down and come back to it in a couple of days.
2. Think about the unit and the context for teaching and learning in this unit for this semester (eg. learning outcomes, alignment of assessment with learning outcomes, characteristics of students, organisational structure of the unit, the physical setting. Note any unusual contextual features (eg. surprises or disruptions during the semester).
3. Summarise the students' responses to scaled-item questions:
 - number of students responding compared to total enrolment
 - extent to which students agree or disagree with each of the propositions you put to them
 - spread of responses to each question
 - extent of agreement or disagreement across each of the areas of your teaching you were seeking feedback on
 - note strengths and areas for improvement
4. Summarise students' responses to open-ended questions:
 - read through all the students' comments
 - look for the occurrence of key words or phrases in their comments
 - group the key words and phrases into themes
 - note how the themes arising from the open-ended questions inform your interpretation of the scaled-item responses
 - To what extent do they support or contradict the scaled-item responses?
 - What additional insights do they offer?

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5. Prepare a summary of the main strengths and areas for improvement suggested by the questionnaire responses.
6. Reflect on your summary:
 - look at other sources of student feedback eg past SFS questionnaire responses, SFS university-wide summary, UC UFS, CEQ, First Year Experience Survey responses
 - look at information gathered from other sources eg peers, self
 - look for trends, insights, the unexpected
 - talk with colleagues
7. Critically question by considering and documenting your responses to questions such as:
 - What did I learn about my teaching?
 - What worked well?
 - What didn't work so well?
 - What do I know more about?
 - What do I know differently?
 - What do I need to know more about?
 - How will I find this out?
 - What, if anything, could I do differently?
 - Where do I go from here?
8. Use your responses to the reflections and critical questions to prepare an *action plan* that could include the following headings:
 - Desired Outcomes
 - Strategies to achieve these outcomes
 - Actions to achieve each strategy
 - Timeline for implementation
 - How you would know if you achieve these outcomes
 - Thoughts for future evaluation
9. Close the loop with students by including in your unit guide, or on your unit WebCT site, your response to the most recent student feedback (improvements, changes to be made, that no changes were made, or that desired changes were not possible). During the first lecture of the semester talk with students about your evaluation approach and describe how the unit and your teaching has changed over time in response to input from students.