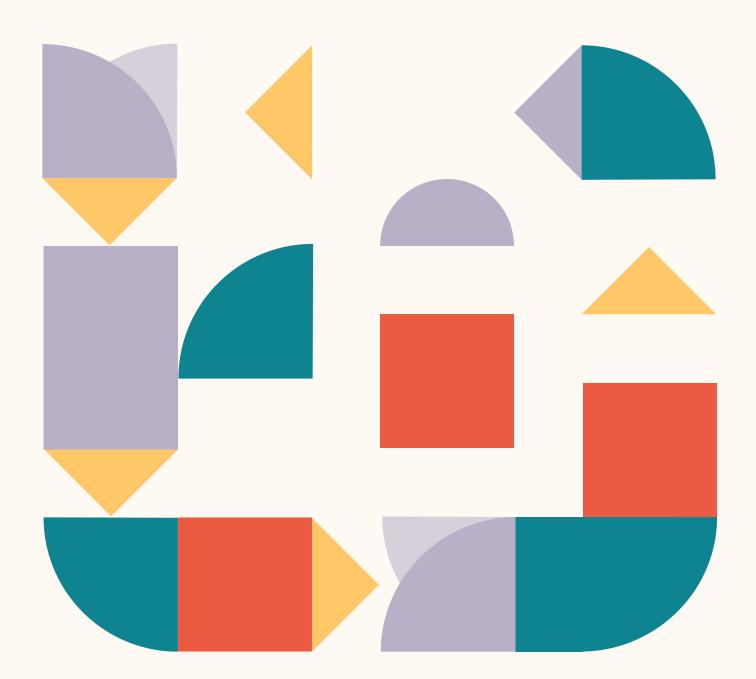
Embedding Ongoing Feedback Approaches in Modules and Programmes













Embedding Ongoing Feedback Approaches in Modules and Programmes

About this Guide

Who is this guide for? All Maynooth University staff who teach/support teaching

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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 midcourse feedback approaches. See for example <u>Mid-Course Feedback</u> and <u>Closing the</u> <u>Feedback Loop</u>. See also Susan Rhind <u>Using</u> <u>Top Hat for mid-course feedback</u>

NSTeP provides a range of resources on student partnership available <u>here</u>

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. <u>Y1Feedback</u> (2016). Feedback in First Year: A Landscape Snapshot Across Four Irish Higher Education Institutions

References

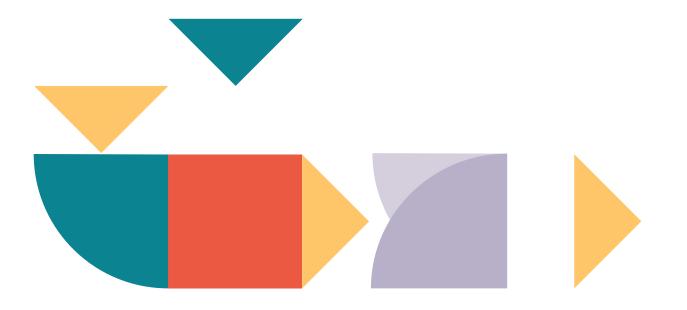
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