

Improving university courses to enhance student learning through conversations about student feedback: the newly piloted system at University of Economics in Bratislava (UEB)

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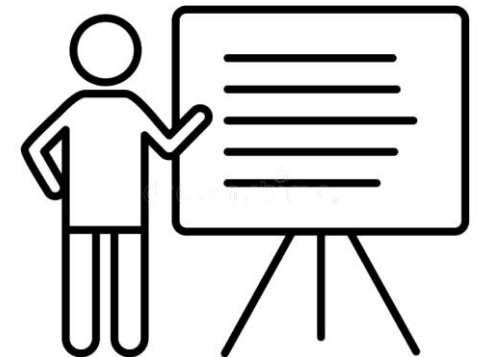
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Presentation Outline

- The main reasons for designing a new system of student feedback evaluations
- The main stakeholders' role in the process of designing the new system
- The new questionnaire
- The pilot conversations about student feedback



ED Needs Analysis at UEB (2017 – 2019)

Two of the four main areas of concern of UEB teachers/doctoral students:

- *facilitating* student learning
- making formally organised regular **student feedback** *more effective*



Shouldn't student feedback help teachers to enhance student learning?

If so, why doesn't it?

Focus Groups Discussions (FGD)/Questionnaire Survey (QS) (UEB's Faculty of National Economy, 2020 – 2021)

- Three main groups of stakeholders (students, teachers, faculty management)
- FGD: members of Student Parliament + dean, vice-deans and heads of departments
- QS: regular teachers

 ***Analysis of the existing questionnaire and the use of the results of the survey***

The Main Proposed Changes Based on the Results of FGD/QS

- shift the focus of the questionnaire on ***student learning*** (not on students' satisfaction with teachers)
- use the information from questionnaires primarily as ***a starting point for finding ideas to improve teaching and learning*** (not as a managerial tool for employee evaluations)
- look for feasible solutions in ***discussions between student representatives and teachers (and study programme board representatives)***
- ***communicate the proposed measures directly to all students***

The Structure of the New Questionnaire

- The student's personal participation in the course
- The way of teaching in the lectures/seminars (How did the lectures/seminars support student learning?)
- The way of studying (How was student learning going on in the course?)
- The results of student learning and their assessment
- The overall evaluation of the course (open-ended questions)

How to USE the FEEDBACK to IMPROVE student LEARNING?

- Who should process the information from the questionnaires?
- What should they focus on?
- What should the process result in?



STUDENTS and TEACHERS in collaboration should:

a) identify the critical areas

b) find suitable ways of their improvement to enhance student learning

The Students' Role

- **analyse the information** from the questionnaires: look for critical areas, sort out the comments in the open-ended questions (focus on the constructive comments, get rid of personal attacks etc.)
- **come up with suggestions for changes** helping to enhance learning in the course
- prepare for the conversation with the teachers to be able to **lead the discussion**

The aims of the conversation between students and teachers

- compare the students' and the teacher's points of view
- discuss possible changes in the course from both points of view
- **agree on feasible changes** that both students and teachers suppose should help to enhance student learning
- **summarise the results in a report** to be **made public** to all the stakeholders and **binding for the teachers** of the course in the next semester

The pilot conversations after the winter semester 2021

- 13 volunteer teachers from Faculty of National Economy
- 8 pairs of students (all members of Student Parliament)
- one conversation with one teacher about all the courses he (she) had taught
- a brief summary of the main conclusions prepared by the pair of students and sent to the teacher for comments before handing it in to the faculty management

How did we evaluate the piloted new system?

- **interviews** in MS Teams in June 2022
 - a) 5 interviews with *individual teachers*
 - b) 7 interviews with *pairs of students*
(who had participated in the conversations together)
- **thematic analysis** of the verbatim transcripts in July – August 2022