COLLECTING AND PROCESSING COURSE FEEDBACK: RECOMMENDATION FOR TEACHERS
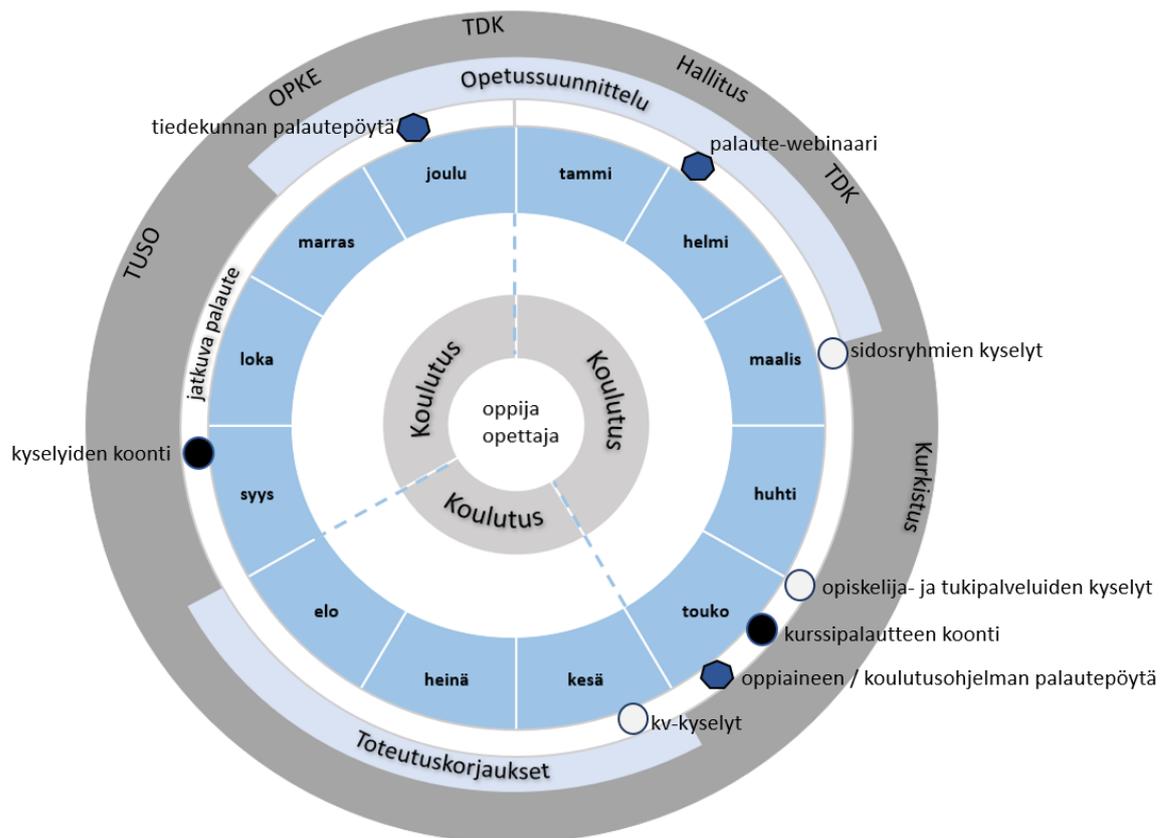
Course feedback is part of the feedback system of education and adheres to the annual cycle of the strategic operation and educational planning of the university. Through the feedback system of education, students can enhance the quality of education, studying, and learning and report factors that either advance or hinder their studies. The aim of collecting and processing course feedback is to support and encourage students to assess their own learning and achieved learning outcomes and to compare their own learning and success with those of other students in their group. Through student feedback, teachers can assess their own teaching and the success of their courses. They may also get ideas and support for improving their performance and finding good practices.

The collection and processing of course feedback follows the annual clock of the feedback system of education that defines the schedule of course-specific feedback, student surveys, and feedback sessions.

At the university level, the collection and processing of feedback is important for operations management and a form of management by information. Feedback is processed in course- and unit-specific assessments and annually by the Steering Committee of Study and Teaching Development and the Strategic Management Group.

Organisation will be brought into the collection, processing, and reporting of student feedback by the new course feedback system *Spark* that is launched at the beginning of the autumn term. An add-on to Peppi, Spark enables the collection and reporting of feedback, intermediate feedback, and final feedback and the provision of counter feedback. It also enhances interaction between students and teachers in giving and receiving continuous, intermediate, and final feedback.

Systematically collected course feedback also creates a basis for long-term operational development according to the PDCA cycle of the quality system. This is accomplished for instance through joint question sections on the feedback form. When planning the feedback form, the questions were designed to support students' ability to examine their own learning processes. Besides assessing their own working methods and well-being, the questions prompt students to weigh the usability of teaching methods from the viewpoint of their own learning. Thereby the feedback supports the work of teachers: Student feedback can be used in the development of one's teaching by identifying the solutions that have contributed most to student's learning.

Through counter feedback, teachers indicate the importance of feedback and are able to support students' learning processes. Having examined the feedback on a course, a teacher can compile counter feedback to the students, whereby the teacher points out how the course will be developed in the future and, when necessary, reminds of studying strategies applicable to the methods used on the course. Thus, counter feedback functions as a mutual channel of development and learning and advances reciprocity and positive interaction between teachers and students.

Opintojaksopalautteen keruu- ja käsittelyvaiheet

- Muokkaa kyselyn ajankohtaa ja lisää omia kysymyksiä tarvittaessa.

1. Kyselyn muokkaus

2. Kyselyyn vastaaminen

- Kerro opiskelijoille opintojakson palautekäytänteistä.
- Miten ja milloin kysely toteutetaan?
  Jatkuva palaute
  Välipalaute
  Loppupalaute

- Anna vastapalaute loppupalautteen ja arvioinnin jälkeen.
- Kannustava, positiivinen ote

4. Vastapalaute

3. Keskustelu palautteen tuloksista

- Keskustele ryhmän kanssa kyselyn tuloksista ja saadusta palautteesta.
- Hyödynnä saatua palautetta oman opetuksen kehittämisessä.

5. Palautteiden toimittaminen oppiainepöytään

Phases of collecting and processing course feedback

1. Modifying the survey

Change the time of the survey and add your own questions if necessary.

2. Replying to the survey

How and when is the survey carried out?
Continuous feedback
Intermediate feedback
Final feedback

3. Discussing the results of the feedback

Discuss with your group the results of the survey and the received feedback.

Use the feedback in the development of your teaching.

4. Counter feedback

Give counter feedback after the final feedback and assessment.

Be positive and encouraging.

5. Delivering the feedback to the academic subject