

Course-Feedback at the Academy

Short Info

1 Course Feedback Objectives

- Providing feedback from students to lecturer
- Give visibility to qualities and good practices in teaching
- Strengthen student-lecturer dialogue and exchange
- Articulate suggestions and wishes of students
- Point out what is helpful and supportive for students
- Prompt and facilitate change and improvement processes

2 Method

Different formats are offered for the course-feedback, which can be chosen:

2.1. Feedback by Online-Questionnaire

- a) Link via E-Mail (survey period: 6 to 8 weeks)
- b) via QR-Code during the course (survey in class, fixed appointment)

2.2. Feedback-round (Student-discussion), based on a discussion guide and moderated by an external person.

Lecturer and students decide together which format to use for their course. A consensus decision is optimal; otherwise, the decision is made by majority. You can find a detailed description as well as a presentation of the advantages and disadvantages of the different formats in the attachment from p. 5.

3 Optional: Supplementary question from lecturer

Lecturers can add one individual question to the questionnaire or discussion guide for each course.

4 Feedback-Cycle, Period

Due to legal requirements every institute has to be evaluated at least every two years.¹ At an institute, course feedback of all courses must therefore be carried out in at least one semester every two years.

The feedback cycle is published on the website of the Quality Development Department. Voluntary feedback is always possible (also just for single courses).

Feedback by questionnaire and feedback round take place in the last third of the semester for a period of approx. 6 to 8 weeks.

5 Results

5.1. Feedback-Report on individual courses

will be forwarded to lecturers and co-lecturers of the course.²

The access to the feedback report for students can be allowed by the lecturer.

To save the anonymity of the participants there will be no feedback report, if less than three students filled out the questionnaire. After the next round of the evaluation the results of both rounds are analysed together. The feedback report will be submitted for both rounds together (if there are all in all more than 3 filled out questionnaires).

5.2. Recommendation: Feedback-Discussion

The Quality Development Department recommends a discussion of the feedback results between students and lecturer, so that ambiguities and possible changes can be discussed.

5.3. General Report of an Institute

The Quality Development Department will draw up a general report summarizing the semester feedback results of an institute. The general report of an institute is anonymous – no courses or lecturers will be called by name. Conclusions about persons are not possible. The general report of an institute will be forwarded to the lecturing personnel, student representatives, chair of the institute, Curricula Commission and rector's office.

¹ Cf. *Universitätsfinanzierungsverordnung*, § 2 Abs. 1 Z 1 lit. c.

² *The results of the course-feedback will be used for tenure track positions to define the qualification objectives (§8 Abs. 4 Richtlinie des Rektorats zu Stellen mit Qualifizierungsvereinbarung gem. § 99 Abs. 5 UG).*

5.4. Follow-up Report

Based on the feedback results, the chair of the institute will draw up a follow-up report (approx. 2 pages) addressing

1. the main results of the course-feedback that are relevant from their perspective and on which they can comment (optional);
2. a concrete activity and it's realisation (important: only one action). The activity should lead to a development of the teaching structures at the institute / the field of study (e.g. supportive activities for students and lecturers). The activity should be realised by the institute's sources within two years. There will be a focus on this activity within the next feedback round (2 years later).

The Quality Development Department will provide a template for the follow-up report. The follow-up report will be forwarded to the lecturers of the institute, student representative, curricula commission, quality development department and the rector's office.

6 Questions and advice

The Quality Development Department (qe@akbild.ac.at) supports and advises lecturers and students, e.g. on the following issues:

- Formulation of supplementary feedback questions
- Choice of feedback format
- Interpretation of feedback results, Utilization of results
- Development and planning of the activity for the institute / study course
- Identification of fields of action (e.g. workshops)

7 Further information

You can find further information on the website of the Quality Development Department: <https://www.akbild.ac.at/de/universitaet/qualitaetsentwicklung/lv-feedback>:

- Feedback-Cycle: timetable for the course-feedback
- The art of giving and receiving feedback: Collection of feedback rules for a positive feedback situation

8 Appendix

Table 1

Description of the different Feedback-Formats

1. Feedback by Online-Questionnaire

There are different questionnaires for each institute and for each type of course. The questionnaires are offered in German and English.

a) Link via E-Mail

is an online survey.

The survey is prepared and conducted by the Quality Development Department.

All students of the course automatically receive the information about the survey as well as the link to the questionnaire by email to their Academy-addresses. Filling out the questionnaire is possible over a period of about 6 – 8 weeks. Students can decide when and where they fill out the questionnaire.

b) mit QR-Code

Is an online survey conducted in class. Lecturer and students appoint a date and time during the term of the course for filling out the questionnaire in class.

Duration: approx. 10 min.

The survey is prepared by the Quality Development Department and sends all the necessary information to the teacher before the course date.

Students can open the questionnaire via QR-Code (or by entering the link). They fill out the questionnaire on their mobile devices (smartphone, tablet, laptop).

Filling out the questionnaire is only possible in class and at the fixed time.

A high participation of the students is estimated.

2. Feedback-Round

Is a discussion between the students in a course. The discussion is guided and moderated. The lecturer receives the minutes of the discussion as feedback on the course.

Lecturer and students set a fixed date for the discussion during the term of the course.

The lecturer is not present during the discussion.

Duration of discussion: approx. 30 – 45 min.

The discussion will be moderated by an external person, who also takes minutes. The Quality Development Department will take care of the organisation and costs and provide the discussion guide. After the discussion is concluded, the minutes are read out aloud and approved verbally by all students present.

Table 2

Advantages and Disadvantages of the different formats

Online-Questionnaire Link via E-Mail	Online-Questionnaire, via QR-Code	Feedback-Round, moderated by external person
<p>Survey period over several weeks, <u>time and place are flexible</u></p> <p>All students can provide feedback regard-less of presence during the course.</p> <p>Students can decide when and where they fill out the questionnaire.</p>	<p>Survey in class, <u>time and place is fixed</u></p> <p>Only students who are present at the course can provide feedback.</p> <p>A high participation of the students is estimated.</p>	<p>Discussion in class, <u>time and place is fixed</u></p> <p>Only students who are present at the course can provide feedback.</p> <p>A high participation of the students is estimated.</p>
<p>Feedback is provided in an <u>individual setting</u>:</p> <ul style="list-style-type: none"> · rather opinions of the single student · quiet “voices” get room to provide feedback as well · outcomes might be more heterogeneous/ divergent 		<p>Feedback is provided in a <u>group setting</u>:</p> <ul style="list-style-type: none"> · rather opinions of the group and more consensual outcomes · Some participants could dominate the discussion, while others get less room for providing feedback.
<p>There are quantitative questions (ticking boxes) and open questions:</p> <p><u>Quantitative questions (ticking boxes)</u></p> <ul style="list-style-type: none"> · Topics are predetermined. · Questions may not be specific for the course. · Background of answers cannot be determined (unless students write down remarks at the open questions) <p><u>Open questions</u></p> <ul style="list-style-type: none"> · Students themselves can bring up relevant topics. · Contents/outcomes are specific for the course. · provide a lot of information. · focus on the students’ point of view. 		<p><u>Discussion guide is designed openly</u>:</p> <ul style="list-style-type: none"> · Students themselves can bring up relevant topics. · The focus is on the students’ point of view. · Contents/outcomes are specific for the course. · Results are more reasonable, profound, informative. · It is possible to ask for solutions, examples and details.