

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

3 different formats are offered for the Course Feedback, which can be chosen freely. 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 presentation of the advantages and disadvantages of the different formats in the attachment from page 5.

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1. Online survey with link by email from the Quality Development Department to the students

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

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2. Online survey with QR code conducted during the course

The lecturer receives a PDF with the QR code or a link to the questionnaire in advance by email from the Quality Development Department. The lecturer prints out the PDF and hangs it up in the course room. The PDF can also be projected or presented on the screen for online teaching. The lecturer schedules one or more appointments (approx. 10 min) in the last third of the semester for the survey during the course. During the course, students scan a QR code (or open a link) that leads directly to the questionnaire. They fill out the questionnaire during the course on their mobile device (smartphone, tablet, laptop). A high level of student participation is expected.

Note on the online questionnaires:

There are separate questionnaires for each institute and each type of course. The questionnaires are available in two languages (German and English) and are barrier-free.

3. Feedback Round

The Feedback Round is a discussion among the students of a course. The discussion is guided and moderated.

The lecturer and the students of the course set a binding date for this within the course time (duration of the discussion: approx. 30 min). The lecturer is not present during the discussion. The discussion will be moderated by an external person, who also takes minutes. The Quality Development Department will take care of the organization and costs of the external moderator. After the discussion is concluded, the minutes are read out aloud and approved verbally by all students present. The lecturer receives the minutes of the discussion as feedback on the course.

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

Courses have to be evaluated at least every two years. 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).

The period of the Course Feedback (online survey and feedback round) takes place in the last third of the semester over a period of approx. 6 to 8 weeks.

5 Results

Feedback-Report on individual courses

will be forwarded to lecturers and co-lecturers of the course.¹

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

¹ For tenure track positions the results from the Course Feedback are also used to determine the qualification objectives (cf. §8 Abs. 4 Richtlinie des Rektorats zu Stellen mit Qualifizierungsvereinbarung gem. § 99 Abs. 5 UG).

In the case of university professors with a fixed-term contract pursuant to § 98 UG, the results of the Course Feedback are also used as a basis for the assessment in the context of the termination procedure (cf. vgl. § 4 Richtlinie des Rektorats zur Verlängerung von befristeten Vertragsverhältnissen von Universitätsprofessor_innen gem. § 98 Universitätsgesetz 2002).

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).

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.

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 lecturers of the institute, student representatives, chair of the institute, curricula commission and rector's office.

Follow-up Report

Based on the general feedback report, the chair of the institute / head of the degree programme 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 measure and its realisation (important: only one action). The measure serves to further develop teaching at the institute / in the degree programme. 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 and the rector's office.

6 Questions and advice

The Quality Development Department 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

Contact persons:

- Jessica Angioni (for all institutes and stage design, except IKA), j.angioni@akbild.ac.at, 01 58816 2511
- Alberto Buela (for the IKA), a.buela@akbild.ac.at, 01 58816 2510

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

Advantages and Disadvantages of the different formats

Online Survey with Link by E-Mail	Online-Survey with QR-Code	Feedback-Round
<p>Survey period over several weeks, time and place are flexible</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, place is fixed</p> <p>Several survey dates are possible.</p> <p>Only students who are present in the course on the specified date(s) can give feedback on the course.</p> <p>A high participation of the students is estimated.</p>	<p>Discussion in class, time and place is fixed</p> <p>Only students who are present at the course on the specified date 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.