

The online place and student space of teaching feedback through eight university case studies

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At the end of a teaching period it is standard university practice to gather feedback from students, often using two types of surveys: one for the appraisal and development of educators, and the other to evaluate units, modules or subjects (herein called courses). Student Evaluation of Courses and Teaching (SECT) is a key component of university quality assurance, the overall aim of which is institutional improvement. Online student surveys have proven to be an innovative use of technology in learning and teaching. Students favour online distribution and digital data as it is less prone to error. The background/context is a collaborative network of eight partner universities researching student feedback. The research is conducted in three stages using multiple methods. First, detailed case studies scope the state of SECT in Australia. Second, interviews and focus groups will be conducted in five States to collect ideas and strategies (aspirational and actual) for engaging students in the SECT process, and third, to collect exemplar practices of Australian universities that are successfully applying student feedback to improve learning. The outcomes of the project, as presented through the poster, address all three conference sub-themes. The poster will depict ways in which Australian universities are conducting research and informing policy on student feedback processes, including applying this feedback to improve pedagogy and curriculum. The poster will highlight specific examples of collaboration with students to create and maintain spaces and places for the collection, reporting and application of student feedback.