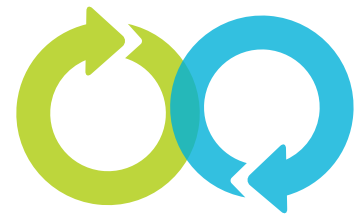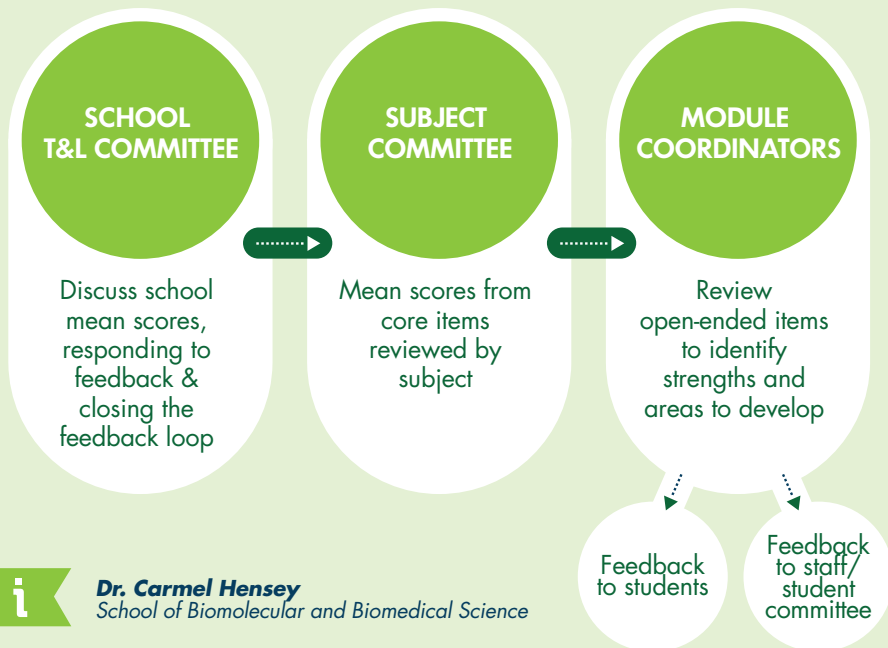# CLOSING THE FEEDBACK LOOP

Closing the feedback loop refers to the process of letting students know how their comments from the Student Feedback on Modules survey have been used. The following models of closing the feedback loop were developed and tested by four different schools and may provide some inspiration for your own module or school.

MODEL 1

SCHOOL T&L COMMITTEE
Discuss school mean scores, responding to feedback & closing the feedback loop

SUBJECT COMMITTEE
Mean scores from core items reviewed by subject

MODULE COORDINATORS
Review open-ended items to identify strengths and areas to develop

Feedback to students

Feedback to staff/ student committee

Dr. Carmel Hensey
School of Biomolecular and Biomedical Science

Process
Feedback was discussed at a school-level, at a subject level and also reviewed by individual lecturers before related back to students.
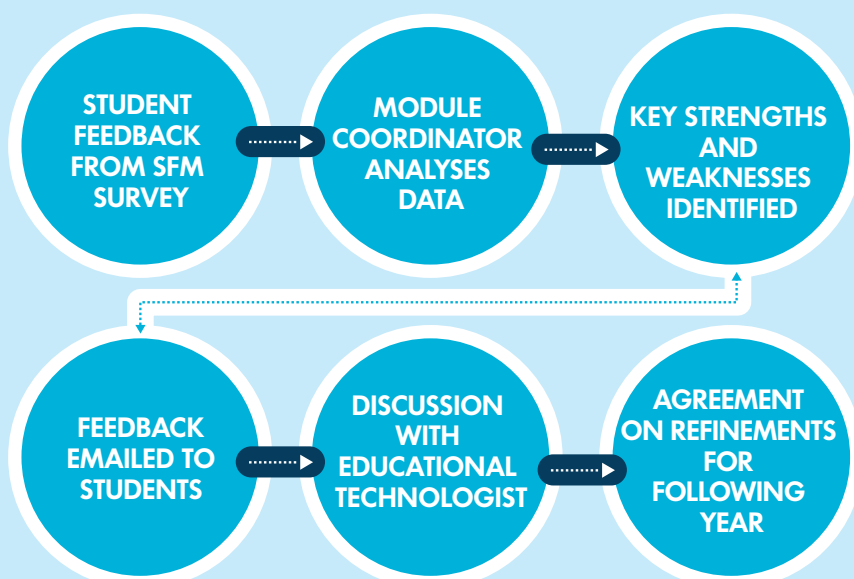
Benefits
- Provided a comprehensive overview of issues affecting module, school, and subject.
- Communication to students via a staff-student committee.

Considerations
- Students who provided the feedback were not likely to receive immediate feedback on their contribution or changes informed by this.

MODEL 2

STUDENT FEEDBACK FROM SFM SURVEY

MODULE COORDINATOR ANALYSES DATA

KEY STRENGTHS AND WEAKNESSES IDENTIFIED

FEEDBACK EMAILED TO STUDENTS

DISCUSSION WITH EDUCATIONAL TECHNOLOGIST

AGREEMENT ON REFINEMENTS FOR FOLLOWING YEAR

Dr. Declan Patton
School of Nursing, Midwifery & Health Systems

Process
Five strengths & weaknesses were identified from the survey. This information was emailed to students. Potential changes were discussed with an educational technologist.

Benefits
- Enabled an insight into students' perceptions.
- Showed students their input is taken seriously.
- Discussions with colleagues provided ideas for changes.
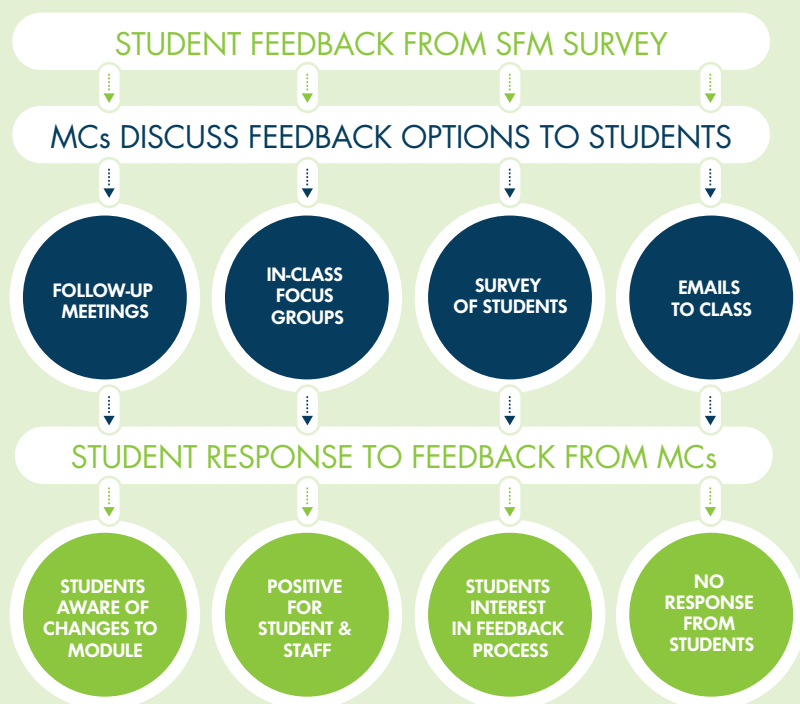
Considerations
- Process was lengthy.
- Process requires several iterations before substantial changes can be made.

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CLOSING THE FEEDBACK LOOP

MODEL 3

STUDENT FEEDBACK FROM SFM SURVEY

MCs DISCUSS FEEDBACK OPTIONS TO STUDENTS

- FOLLOW-UP MEETINGS
- IN-CLASS FOCUS GROUPS
- SURVEY OF STUDENTS
- EMAILS TO CLASS

STUDENT RESPONSE TO FEEDBACK FROM MCs

- STUDENTS AWARE OF CHANGES TO MODULE
- POSITIVE FOR STUDENT & STAFF
- STUDENTS INTEREST IN FEEDBACK PROCESS
- NO RESPONSE FROM STUDENTS

Dr. Mary Forrest
School of Agriculture & Food Science

Process

Four module coordinators (MCs) met to discuss how to close the loop. Three MCs met students and one emailed them, responding to SFM feedback and exploring their views on closing the feedback loop.

Benefits

- Students appreciated being kept informed & knowing feedback was used.
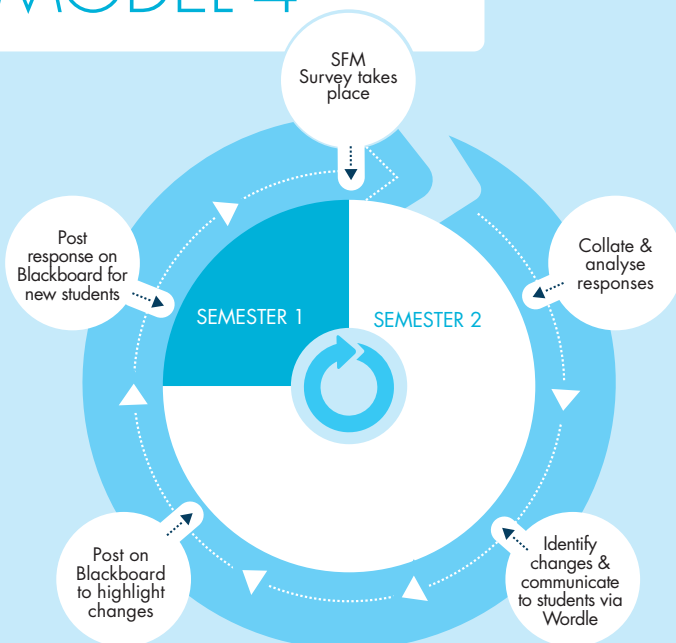- Discussions with students were informative & insightful.

Considerations

- Views only representative of those who completed the surveys or participated in class discussions.

MODEL 4

SFM Survey takes place

Post response on Blackboard for new students

SEMESTER 1

SEMESTER 2

Collate & analyse responses

Post on Blackboard to highlight changes

Identify changes & communicate to students via Wordle

Dr. James Sullivan
School of Chemistry & Chemical Biology

Process

Word clouds (www.wordle.net) were made from responses to open-ended items to show most common suggestions & posted on Blackboard. A version will also be posted for incoming students.

Benefits

- Open-ended questions provided feedback on issues that may not have been considered problematic.
- Word clouds show the main issues at a glance.

Considerations

- In a service teaching module, students will not see the impact of their own feedback.
- Low response rates.