

Reporting Evaluation Outcomes to Students

As part of Griffith's planning and quality assurance system, which is based on the Plan-Implement-Review-Improve (PIRI) model of quality assurance and improvement, the University takes seriously its commitment to 'closing the loop' on student feedback obtained through SEC (Student Evaluation of Course) and SET (Student Evaluation of Teaching) as well as other methods of evaluation. Course Convenors close the student feedback loop through the *Previous Student Feedback* section of the Course Profile.

The *Previous Student Feedback* section of the Course Profile is to include key issues identified for improvement and changes made to the course as a result of student feedback. Therefore it does not include any numerical values or actual student quotations. Previous Student Feedback examples are provided below to assist Course Convenors to meet the requirement set down in section 2.9 of the [Student Evaluation of Courses \(SEC\) and Teaching \(SET\) Policy](#) to report to students, via the Course Profile, the evaluation outcomes obtained in the last calendar year.

Exemplars for the Student Feedback section of the Course Profile

Students noted that a strength of this course was the clear guidelines provided for assessment items and the value of the group project in facilitating their learning. The large majority of student ratings' indicated that the course was well organised and the material was presented in an interesting way. An area for improvement for the course identified by students was the need for more guidance about online resources and that the first assignment should be presented earlier in the course to provide more time for processing of feedback. In this next offering of the course we have brought forward the timing of the first assessment item in line with student feedback and more links are included in the profile to online resources. The tutorials will also include two additional in-class tasks that provide greater opportunities for students to receive immediate feedback on their work.

Overall students enjoyed the course and found it both informative and interesting. The majority of students liked the required readings, lectures and assessment items. While some students found the second text a little difficult to read, both required texts have been retained because they present two different styles of learning and the objective is to improve reading and learning skills as the course progresses. In this next offering of the course, tutors will provide feedback in class when the first report is returned to students to allow sufficient and timely explanation of reading report requirements. This addresses the need some students identified for better feedback on the reading reports.

The majority of students indicated that the following aspects of the course greatly assisted them to learn: the high quality of teaching, the relevance and contemporary nature of the course content, the use of current topics and examples, and in particular the use of current media coverage to illustrate themes in the course; and the quality and relevance of the textbook, the course guide and of the lecture notes available on the web. In response to student feedback about the choice of essay topics and need for more guidance in addressing these essay topics, students have been given a wider range of topics to choose from. In addition, the Additional Course Information document for the course includes for each essay topic, a short explanation that sets out for students the core issue involved in the topic, and indicates what they need to do in order to adequately address the essay topic. This material will also be utilised by Learning Services staff in the essay writing lecture in Week 4. In addition, essay topics and the material explaining student requirements will be reviewed in class several weeks before students are due to submit their essays.

Student evaluation has identified the strengths of this course to be insightful, relevant and clear course content and its clear link between theory and practice. In relation to teaching delivery, most students rated highly the tutorials based on group discussions and exercises for facilitating their learning. While some students found the written assignment very challenging, it has been retained as it is designed to promote students' understanding of core competencies for professional practice, which are important for helping students to gain confidence in this. However, more time will be allocated in class to ensure that students understand expectations and process/es. Students' valuable suggestion to include a group project proposal will be trialled for this offering.

Three aspects of the course that received particularly positive evaluation were the clarity of the course objectives, the management and support of the course and the teaching methods, especially those related to the enhancement of knowledge and understanding. The majority of students also indicated they were inspired and motivated by the course content and delivery. One issue that students identified for improvement was the assessment criteria. To address this issue, the final project framework and task have been limited to give students a more concrete starting point and line of development. Also as a result of student feedback, changes have been made to move the proposal and presentation of ideas for the final project to week 5 and the exam questions will be modified to focus on comprehension and application of concepts from the course reader. A workshop will be held on the example questions in the second half of the semester.

From the written responses several aspects of the course received positive evaluation: these were the workshops, the take home assessments and the three module quizzes as well as feedback given in lectures on the keepad questions. Students appreciated that these aspects helped with understanding of the course content. The purpose, learning benefit and importance of the teaching strategy has in this course offering been more clearly explained to further enhance student understanding. Students were mindful of time constraints, however felt that the topic dealing with enzymes was too rushed as this was a totally new concept for them. This has been adjusted in timetabling the course this year. Another helpful suggestion that has been incorporated in this course offering is the inclusion of short answer questions in the module quizzes to give more practice at short answer questions.