

STRENGTHS AND WEAKNESSES OF PAST COURSE REVIEW AND IMPROVEMENT REPORTS

Strengths in the student feedback section

1. The tone of what is said conveys that the author values what students said (regardless of what that was).
2. The language used was first person and student focussed.
3. The author accepts the feedback as genuine.
4. The author responds to feedback in an informed, balanced or neutral manner.
5. The report presents factual information or a dispassionate, well reasoned point of view or explanation.
6. The author accepts there are multiple points of view.
7. When rejecting a view contained in students feedback, it is done in a way that explains clearly, a well reasoned, informed view of why a particular approach to learning and teaching is applied.
8. The reasoning or philosophy behind a particular teaching or assessment approach is explained.
9. Positive and negative points are conveyed with equal matter of fact-ness – and *then* responded to.
10. Points made do not only rely on SEC data, but build a richer more informed view by drawing on other data as well – such as, solicited and unsolicited feedback from students, comments from other members of the teaching team, more formal peer review, other custom surveys.
11. Reasoning for improvements are provided in a clear and easy to understand way.

Unacceptable features of some past responses in the student feedback section

1. The tone is defensive, dismissive, rude, or disrespectful.
2. Responses blame the students.
3. The author unreasonably rejects what was said; seeking to argue it away defensively, or without solid argument.
4. There is little or no relevant information provided – or, in one case, no response at all. "To be advised" does not constitute a response.
5. Focus is on negating feedback received rather than responding to it.
6. The student section includes too much on academic vagaries that students have little interest in. For example, students would not care that teaching allocations were changed at the last minute and that this led to problems – true though that is.
7. Defamatory or publicly damaging content.
8. There is a complete absence of constructive, positive response to problems identified.