A…kademie der bildenden Künste Wien

# Course-Feedback at the Academy

## Short Info

## Quality Development

## Contact Person

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# 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

Different formats are offered for the course-feedback, which can be chosen:

<u>1 Feedback by Online-questionnaire:</u>
a) Link via E-Mail (survey period: 6 - 8 weeks)
b) via QR-Code during the course (survey in class, fixed appointment)
<u>2 Feedback-round (Student-discussion):</u>
a) moderated by a student
b) moderated by an external person

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 detailed description as well as a presentation of the advantages and disadvantages of the different formats in the attachment (p.6).

# 3 Optional: Supplementary question from lecturer

Lecturers will be give the opportunity to include one individual supplementary question per course in the questionnaire or discussion guide.

# 4 Feedback-Cycle, Period

Due to legal requirements every institute has to be evaluated at least every two years.[1] This means: all courses at an institute have to be evaluated at least for one semester every two years. Upon request the Quality Development Department offers course feedback also for the whole academic year. The Quality Development Department highly recommends the course feedback for the whole academic year to include feedback of different student groups for the same course as well as to achieve comparison over a broader time period.

The feedback cycle is published on the website of the Quality Development Department. Voluntary feedback is always possible (also just for single courses).

Feedback by questionnaire and feedback round take place in the last third of the semester for a period of approx. 6 - 8 weeks.

# 5 Results[2]

## 5.1 Feedback-Report on individual courses

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

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 3 students filled out the questionnaire. After the next round of the evaluation the results 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).

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[1] *Cf. Universitätsfinanzierungsverordnung, § 2 Abs. 1 Z 1 lit. c.*

[2] *The results of the course-feedback will be used for tenure track positions to define the qualification objectives (§8 Abs. 4 Richtlinie des Rektorats zu Stellen mit Qualifizierungsvereinbarung gem. § 99 Abs. 5 UG).*

## 5.2 Optional: 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.

## 5.3 General Report of an Institute

The Quality Development Department will draw up a general report summarizing the semester (or the academic year) feedback results of an institute. The student's answers to closed questions will be graphically presented. The student´s answers to open questions will be summarized in content. 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 lecturing personnel, student representatives, chair of the institute, Curricula Commission and rector´s office.

## 5.4 Follow-up-Report

Based on the feedback results, the chair of the institute will draw up a follow-up report (approx. 2 pages) addressing

1 Strengths of teaching (approx. 1.500 characters)

2 A concrete activity and it´s realisation (approx. 1.500 characters; only 1 action). The activity should lead to a development of the teaching structures at the institute / the field of study (e.g. supportive activities for students and lecturers). The activity should be realised by the institute's sources within 2 years. There will be a focus on this activity within the next feedback round (2 years later).

The follow-up report will be forwarded to the lecturers of the institute, student representative, curricula commission, quality development department and the rector's office.

# 6 Special Analysis: Monitoring of study conditions

To highlight obstacles and benefits within a specific study program all questionnaires of the course feedback contain several questions addressing study conditions. The following aspects will be analysed: (1) quality and access of information (2) workload (3) inclusive, gender equal, non-discriminatory didactics (4) didactic skills of lecturers. Two open questions will also be included. The results will be analysed for the Academy at large. The Quality Development Department will draw up a specific report every two years. The report will be forwarded to the rector's office, all institutes, the curricula commissions, the student union and the student representatives. The results should enable further actions for specific focus groups and guarantee good study conditions for students.

# 7 Questions and advice

The Quality Development Department will provide support and advice on, e.g., 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
·Identification of fields of action (e.g. workshops)

# 8 Further information

You can find further information on the website of the Quality Development Department:

·FAQs about the course-feedback
·Feedback-Cycle: timetable for the course-feedback
·The art of giving and receiving feedback: Collection of feedback rules for a positive feedback situation

# 9 Attachment

Table 1

Description of the different Feedback-Formats

## 1. Feedback by Online-Questionnaire

There are different questionnaires for each institute and for each type of course. The questionnaires are offered in German and English.

### a) Link via E-Mail

Is an online survey.

The survey is prepared and conducted by the Quality Development Department.

All students of the course automatically receive the information about the survey as well as the link to the questionnaire by email (E-Mail addresses of the academy). Filling out the questionnaire is possible over a period of about 6 – 8 weeks. Students can decide when and where they fill out the questionnaire.

### b) mit QR-Code

Is an online survey conducted in class. Lecturer and students appoint a date and time during the term of the course for filling out the questionnaire in class. Duration: approx. 10 min.

The survey is prepared by the Quality Development Department.

Students can open the questionnaire via QR-Code (or by entering the link). They fill out the questionnaire on their mobile devices (smartphone, tablet, laptop).

Filling out the questionnaire is only possible in class and at the fixed time.

A high participation of the students is estimated.

## 2. Feedback-Round

Is a discussion between the students in a course. The discussion is guided and moderated.

Lecturer and students set a fixed date for the discussion during the term of the course.

The lecturer is not present during the discussion.

Duration of discussion: approx. 30 – 45 min.

Minutes of the discussion are taken by one of the students. After the discussion is concluded, the minutes are read out aloud and approved verbally by all students present.

### a) moderated by student

The students select a person from their group to moderate the discussion. A discussion guide is provided to the moderator by the Quality Development Department.

### b) moderated by external person

The Quality Development Department finds and assigns a person to moderate the discussion at the date set. A discussion guide is provided for the moderator by the Quality Development Department.

Table 2

Advantages and Disadvantages of the different formats

| Online-Questionnaire<br><br>Link via E-Mail | Online-Questionnaire,<br><br>via QR-Code | Feedback-Round,<br><br>moderated by student | Feedback-Round,<br><br>moderated by external person |
|---|---|---|---|
| Survey period over several weeks, <u>time and place are flexible</u><br><br>·All students can provide feedback regardless of presence during the course.<br><br>·Students can decide when and where they fill out the questionnaire. | Survey in class, <u>time and place is fixed</u><br><br>·Only students who are present at the course can provide feedback.<br><br>·The timing of the survey (evening, other appointments) could influence the motivation for participation of the students. | Discussion in class, <u>time and place is fixed</u><br><br>·Only students who are present at the course can provide feedback.<br><br>·The timing of the survey (evening, other appointments) could influence the motivation for participation of the students. | |
| Feedback is provided in an <u>individual setting</u><br><br>·rather opinions of the single student<br><br>·quiet "voices" get room to provide feedback as well<br><br>·outcomes might be more heterogeneous/ divergent | | Feedback is provided in a group setting. (Information on the following points: The development of a discussion is dependent from the moderation)<br><br>·rather opinions of the group<br><br>·outcomes might be more consensual<br><br>·some participants could dominate the discussion, while others get no room for providing feedback | |
| There are quantitative questions (ticking boxes) and open questions:<br><br><u>Quantitative questions (ticking boxes)</u><br><br>·Topics are predetermined, standardised.<br><br>·Questions may not be specific for the course.<br><br>·Contexts of a question cannot be considered (unless students write down remarks at the open questions)<br><br>·If feedback is conducted in both semesters, comparison between winter semester and summer semester is easier.<br><br><u>Open questions</u><br><br>·Students themselves can bring up relevant topics.<br><br>·Contents/outcomes are specific for the course.<br><br>·provides a lot of information<br><br>·Centres on the view of students. | | A discussion guide is provided for the moderator by Quality Development Department.<br><br><br><u>Discussion guide is designed openly</u>:<br><br>·Students themselves can bring up relevant topics.<br><br>·Contents/outcomes are specific for the course.<br><br>·Results are more reasonable, profound, informative.<br><br>·Centres on the view of students. | Moderation is possibly more professional (which also may be the case for moderation by students).<br><br>·It is more likely ensured that everybody has a say and can articulate one´s own opinion.<br><br>·Distraction from the subject is limited.<br><br>·Dominate participants can be controlled.<br><br>·Counter opinions can be obtained.<br><br>·It is possible to ask for solutions, examples and details. |

Abbildung 1

Schedule Course-Feedback

**CHOICE OF FEEDBACK FORMAT**

Lecturer and student group: choice of feedback format

Questionnaire

Feedback round

Online questionnaire

Online in class

Moderator: student

Moderator: external person

Students decide:
1. Who serves as moderator?
2. Who takes minutes?

Students decide:
Who takes minutes?

Lecturer and students set date for filling out the questionnaire in class
>> Time to reserve: 10 min

Lecturer and students set date for student discussion in class
>> Time to reserve: 30 min

Optional:
lecturer formulates personal supplementary question and communicates it to QD

Optional:
lecturer formulates personal supplementary question und communicates it to moderator

**INFO TO QD**

Lecturer: Info to QD:
1. Date of student survey
2. QD creates a poster with QR-Code/ link for the questionnaire for course feedback

Lecturer: Info to QD:
1. Choice of feedback round with student discussion
2. Date of discussion
3. Optional: desired supplementary question

Lecturer: Info to QD:
1. Choice of feedback round with external moderator
2. Date
3. Place
4. Optional: desired supplementary question

Lecturer sends
1. Template for the minutes to minute taker
2. Moderating guideline to moderator

Lecturer sends template for the minutes to minute taker

**IMPLEMENTATION**

The online poll is conducted automatically. Students receive a link to the questionnaire by email.

The survey is held in class at the appointed date. Teacher fixes poster with QR-Code/ link. Students open the questionnaire via QR-Code/ link. They fill out the questionnaire.

Feedback round is held in class at appointed date (30 – 45 min.).

Minute taker emails minutes to QD.

**RESULTS**

QD forwards results of course feedback by email to the course teacher.

QD forwards feedback round minutes by email to course teacher.