

Title: Student evaluation of teaching and the use of mid-module review

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Reflect on quality enhancement and
- Assess the purpose, opportunities and support needed for students to meaningfully engage in local quality assurance and enhancement
- Support students in engaging in quality processes

Session Outline

Being responsive to mid-module student feedback can both improve the student perception of the value placed on their feedback to staff and enhance the students learning experience. By addressing common worries over assessment mode and assessment criteria (Lilly et al, 2010) and dealing with these worries promptly the student can recognise that they have a voice and that staff do listen and act.

This session will look at a core Maths module with 190 students which recently underwent a redesign of the module delivery. We identified four disparate groups of students and had others yet to be discovered. It was important that the students had an opportunity to voice their concerns and their support of the series of initiatives being implemented, early enough in the process that we could make changes. It also gave staff an opportunity to organise a range of extra support activities where needed.

Session Activities and Approximate Timings

Following a short presentation, we will look at the findings from the Maths module and examine;

- Staff concerns around mid-module reviews (10Mins)
- What should we be asking students? (10Mins)
- What do we do with the results? – a short discussion followed by feedback from the delegates (10Mins)

Finally, we will look at the effectiveness of the intervention and the implications for subsequent years.

References

Lilly J, Richter U, Rivera-Macias, B (2010) Using feedback to promote learning: student and tutor perspectives. *Practitioner Research in Higher Education*, 4

Short life Working Group, June 2012, Mid module review: supporting students' learning and enhancing their experience, Available at

https://www.leedsbeckett.ac.uk/partners/files/QASCP_CLT_Mid_Module_Review_Guidance.doc accessed 23 September 2016