Annex M: Student Evaluation

Appendix A

There are many ways in which feedback beyond what is currently collected in the module evaluation form may be obtained.

Some examples are:

- **Concept maps**
  - Students are asked to reflect on the module/programme so far and to map what they consider they have learned so far.

- **“Classroom Assessment Tests”** (or CATs) e.g.
  - **Start, Stop, Continue**
    - Each student is given three post-it notes and asked “Please help me assess how the module is going. Take one post-it note for each category and write down what you would like to start doing in the module what you’d like to stop doing and what you’d like to continue doing. Your collective feedback will help shape the current and future versions of the module”.

  - **Muddiest Point**
    - Each student is given an index card and asked to write on it the thing that they found most incomprehensible/confusing during the module so far. (This may be used on multiple occasions and at various scales – from “this lecture” to “the module so far”)

  - **One Minute Paper**
    - At the end of a lecture (or after a set number of weeks of a module) students are asked to prepare a one-minute summary of what they have learned so far.

- **“Live” Evaluation**
  - In a lecture, ask the students to generate statements about the module. They must be single-issue statements that someone else could agree with or disagree with. *(Lecture five was boring, is fine: *I didn’t like lecture five because I’d covered that material at school*, is not). The lecturer collates all the statements (on OHP or powerpoint or whatever). Each student present then takes a piece of paper and, for each statement, marks their agreement according to the rubric:
    - **Strongly agree**  ++
    - **Agree**  +
    - **Neutral**  0
    - **Disagree**  -
    - **Strongly disagree**  --

    They may add any other comments they wish. These papers are collected and results collated by the lecturer.

    The first time students encounter this technique, it is important that its power is made clear to them. If, for example, they think that you are a terrible lecturer, they can say “I *think you are a great lecturer*” and then strongly disagree with the statement, thus expressing what they want to say without embarrassment. Also, the questions are about what they think about the module, not what we expect them to think (although lecturers can easily and transparently add statements of their own).
• “Write-in” questionnaires
  Commonly used prompts used are:
  o *What are three best aspects of the module? What are three aspects that could be improved?*
  o *Would you recommend this module to other students? Why?*
  o *What did you like best/least?*
  o *Please comment on the strengths of the module. Please make suggestions for improvements.*

“Live” evaluation and “write in” questionnaires may be used together. Questionnaires may use local or central mechanisms for deployment and the collation of responses, and may be paper-and-pencil, as OCR forms or online.

• Student Voice Committees
• Focus groups
• One-on-one interviews