

Research has shown that telling students about how previous feedback has been used and acted on is the single action that most positively influences students to undertake evaluations. The following points may be useful to consider:

### Respond in a timely way to students' comments

- Your responses should be within three months of the results being released and should help inform those who responded to the evaluation as well as future students.
- You may choose to summarise the main points covered in student comments and provide information alongside (see examples below). Your feedback could be uploaded into the course management system or LEARN.

### Consider carefully what students say

- First, look over the positive things your students have said about the course. This is important because it is too easy to get swayed by negative comments. Then read their suggestions for improvement and consider
  - what you can change immediately (for example the online course information),
  - what you can change the next time the course is offered (for example the order of classes), and
  - what you either cannot or, for pedagogical reasons, will not change (for example the amount of coursework required).
- For team taught courses, you will need to consult with your colleagues to identify options for making changes.

### Let students know what, if anything, will change as a result of their feedback

- Thank students for their comments. They will appreciate knowing that a lecturer has carefully considered what they have said. Clarify any confusions or misunderstandings about your goals and their expectations.
- Give a brief account of what you will act on in the short term, what you intend to change in the longer term and what you will not act on and why (see examples below).
- Keep your tone and attitude neutral; avoid being defensive, indignant or unduly apologetic.

### Examples:

#### Course Evaluation Feedback (action/response indicated in bold)

"In the research workshop, it would make more sense to give an overview of the three topics to be covered and then introduce the examples to work through – this would help with finding a topic."

**Thanks – we will think about the arrangement of the research workshop for 2017.**

“It was a shame that there was not more time between the field trip and the hand in for the write up. I understand this was because of the way the terms worked out this year and the desire to get the work handed back to us before we did the exam, etc., however I believe that it was perhaps not as necessary as thought to have the marks and feedback returned to us.”

**In 2016 we are pushing back the final deadline for submission by three weeks, but also including a process of draft pre-submission and peer-feedback to help you improve your work.**

“Reading papers is something that I personally did not have time for! And if the tutorial discussions are not worth anything, they are not going to get me to do extra work that will take away time from my other courses!”

**The discussion sessions are for the benefit of student learning and we will be continuing with them. At 300 level you do need to make time for extra reading.**

**You may wish to use the template form (download in [PDF](#) or [WORD](#)) for recording feedback and responses to it.**