Closing the Feedback Loop

- Mid-Semester Strategies

Closing the Feedback Loop – Mid-Semester Strategies

About this Guide

Who is this guide for?
All Maynooth University staff who teach/support teaching

Time to read guide
5 mins

When should I use this guide?
Anytime that you want to ask students for their feedback on their experiences of teaching and learning

Purpose of this Guide

This guide explains

- what 'Closing the Feedback Loop' means

- why it is important to close the loop

- how you can help to ensure that the feedback loop is closed

What Does 'Closing the Feedback Loop' Mean?

Closing the feedback loop means meaningfully responding to the feedback that students provide on their experiences of teaching and learning. This may include taking specific actions or making changes, but even where this is not possible, a response to feedback should be communicated to students in a timely manner.

Why Should you Try to Close the Loop?

Students are increasingly asked to provide feedback on their experiences of Higher Education and their input can be incredibly valuable for enhancing teaching and learning. For feedback from students to be fully effective, students must know how their feedback has been responded to, be informed of the changes that have been implemented because of it or be told why certain requested alterations did not occur.

Closing the Feedback Loop

- May Encourage Students to Provide More and Better Feedback: If feedback is seen to be valued then students are more likely to take the process seriously. They are more likely to respond to requests for feedback and give more thoughtful responses (Asghar, 2016; Treischl and Wolbring, 2017). This is a particularly important consideration if we want to counter survey fatigue.

- Promotes Student Partnership and More Reflective Learning: Valuing and responding to student feedback may encourage student partnership as well as prompt students to take greater ownership of their own learning (Bovill *et al*., 2016).

Tips for Closing the Feedback Loop

Forward planning, ongoing communication, and effective timing are central to ensuring the feedback loop is closed.

Keep Students Informed
At an early stage in the module or programme, tell students that their feedback will be requested and explain the aims of the feedback process. Discuss the methods that will be used to gather this feedback and provide the dates on which this will take place. This helps to establish that gathering feedback is an integral part of teaching and learning.

Choose the Correct Timing
Do not leave it too late to seek student opinions.

Schedule feedback at a time that will allow you to make any possible and appropriate changes before the module ends.

Maintain Momentum
Schedule class time to discuss your responses to student feedback as soon as possible after feedback is received and processed.

Allow students the opportunity to clarify their feedback in a way that will preserve their anonymity.

Partner with students to agree ways in which you can demonstrate that their feedback is being heard and, where possible, responded to.

Resources

Dublin City University **Guide to Teaching Evaluation: Getting the Best Out of Your Reflections**

University College Dublin **Closing the Feedback Loop**

University of Edinburgh **Mid-Course Feedback Guidance** see also **Mid-Course Feedback** and **Closing the Feedback Loop**

University of West London, Anke Görzig, **Closing the Feedback Loop. Engaging Students by Acting on Mid-term Feedback**

References

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