

# Aalto course feedback

## *Learning and teaching in higher education*

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Teacher services

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Aalto-yliopisto  
Aalto-universitetet  
Aalto University



Course feedback



**Goodbye to  
the old,  
hello to  
the bold!**



**Course feedback**

**The new course  
feedback tool will be  
launched 23 October  
2023 in MyCourses**



Course feedback

# Warm-up: Hot potatoes!

5 statements -> I agree / I disagree

# Hot potatoes!

1. Students don't usually give useful feedback.
2. Everyone should systematically respond to the feedback they get and talk about the development actions taken.
3. The formal Aalto course feedback collected automatically is only for the direction and does not really benefit the teacher.
4. People would invest more in course feedback if the technical course feedback system was better.
5. Feedback during the course is more meaningful than course feedback collected at the end of the course.



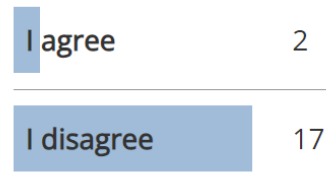
[premo.aalto.fi/cfinlthe](https://premo.aalto.fi/cfinlthe)

# This is how you felt...

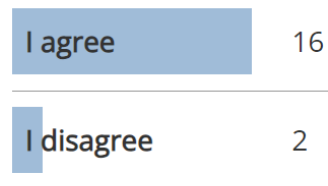
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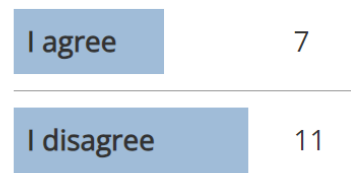
1. Students don't usually give useful feedback.



2. Everyone should systematically respond to the feedback they get and talk about the development actions taken.

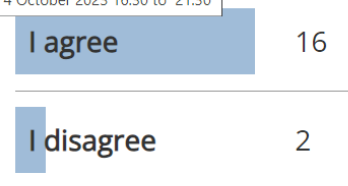


3. The formal Aalto course feedback collected automatically is only for the direction and does not really benefit the teacher.



Bad Wedding and the Rotten Fruit  
from Wednesday, 4 October 2023 16.30 to 21.30

4. People would invest more in course feedback if the technical course feedback system was better.



5. Feedback during the course is more meaningful than course feedback collected at the end of the course.



# Goals for today

## We will cover...

### 1. Aalto course feedback process:

- planning the feedback practices
- feedback during the course
- responding to feedback

### 2. How do we use feedback?

#### Course assignment:

#### Essay – "My approach to learning and teaching"

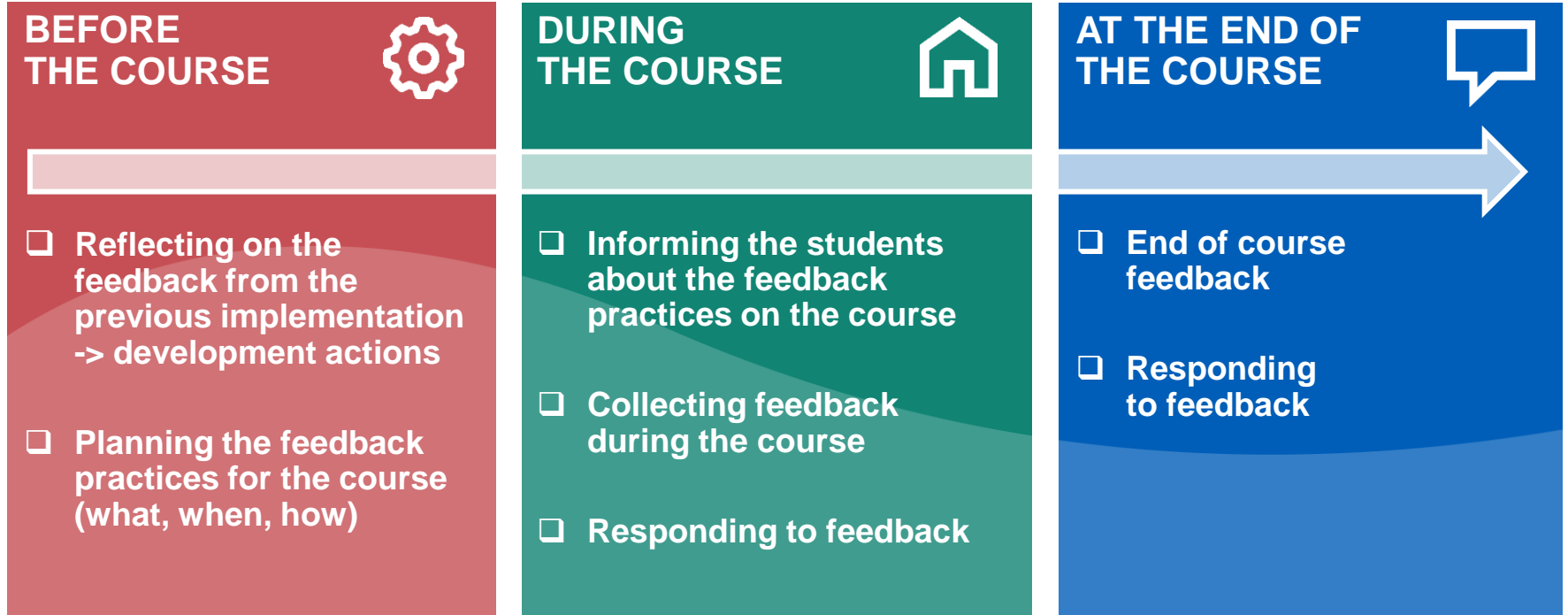
*What is your approach to collecting and utilising feedback?*

*Reflection on your feedback practices*

## After this course you can...

- to be able to identify, define, and evaluate factors that affect your teaching
- to be able to recognize different theories of learning and you have become aware of how they influence teaching
- you have formed your own approach to teaching and learning/teaching philosophy, and **you have knowledge on how to develop your teachership and teaching**
- **you recognize factors, which affect to the quality of teaching**
- to be able to understand your teaching in a wider context and envisage the expertise provided by your own field of teaching and the future prospects of the field

# Course feedback and course timeline



# PDCA

A guiding principle at Aalto

## Course feedback:

1. I as a teacher
2. My course(s)
3. Programme, department, Aalto:
  - Development discussions
  - Curriculum work
  - Admin work: spaces, timetables...
  - Support services





*"It was a bit frustrating that many of the topics were same as on a parallel course."*

*"The study material was well-structured, and it was easy to use."*

*"The teacher could have shown their enthusiasm a bit more. I'm sure they are interested in the topic, it just didn't show."*



# Brainstorming

Let's formulate some questions:

A question that can be used...

1. as fuel for *personal professional development* (I as a teacher)
2. as a catalyst to improve and develop *your course*
3. to feed *programme level development* (e.g. curriculum work)



# The questions you formulated:

## Questions that can be used as fuel for personal professional development (I as a teacher):

- 15:02 Open question, comments about teaching and atmosphere in class
- 15:01 How did the teacher inspire you in this course?
- 14:57 How well are the exercises facilitated?
- 14:56 Is the teacher talking too fast?
- 14:56 What could the teacher do better? Based on what you experienced in the course, what do you think are the teachers strengths in teaching?
- 14:56 Is the teacher advancing too fast?
- 14:55 Is the teacher showing enough excitement towards the topic they are teaching?
- 14:55 How do we make learning and teaching interactive?
- 14:53 Teacher requests "free word" and comments about how they teach.

## Questions that can be used as a catalyst to improve and develop your course:

- 15:02 What was one thing you told your friends about the course?
- 14:58 Did the teaching methods support your learning?
- 14:58 What do you think you will remember from the course five years from now?
- 14:58 Do theories translate into practice?
- 14:58 What has motivated your learning in this course (e.g. course assignment, teaching methods, group discussions, topic, ...)? If no, what could have motivated you? +1
- 14:57 What do you think was boring but useful?
- 14:57 Is the exercise helpful?
- 14:56 What topic you expected would have been discussed in the course but was not?

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1 online

## Questions that can be used to feed programme level development (e.g. curriculum work):

- 15:02 How does this course relate to the other courses you take? How can this connection be fostered?
- 15:02 After completing the program, are you happy you chose it, or do you regret choosing it? Why?
- 15:01 Does the description of the degree program correspond to what was taught in the courses?
- 14:59 Do you think a topic is missing in the selection of courses offered in the degree programme?
- 14:59 How would you evaluate the course? Easy, Medium or Hard
- 14:58 Is there overlap between the courses?



Check this for help: [How to formulate own questions?](#)

# Data review

We'll take a look at real course feedback data. Your task is to:

1. *...identify possible development actions based on that data. What could be done based on the data?*
2. *...define what information was missing. What should be asked (differently) next time?*



# This is what you summarised from your discussions:

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## DATA REVIEW We'll take a look at real course feedback data. Your task is to:

1. ...identify possible development actions based on that data. What could be done based on the data?
  - 15:20 Have a better course structure and align the assignment with the course context and thus the ilo
  - 15:19 The students should be able to participate during lectures.
  - 15:18 The course design needs to be improved and updated.
  - 15:17 Focus on the learning outcomes clearly during the lecture
  - 15:17 Lectures should be planned better and be more in line with assignments.
  - 15:17 Course coordination should be improves altogether
  - 15:17 Motivate why the students need to do certain assignments and how they are related to the topic
  - 15:17 Relation between lectures and assignments
  - Clearer instructions for the assignment
  - Facilitation across lectures given
  - 15:16 Lectures could be given by less lecturers or professors in order to be more comprehensive.
  - 15:15 Stop lectures?
  - 15:12 Reducing and focusing lecture material
  - 15:11 The lectures should be aligned better with the exercises

## DATA REVIEW We'll take a look at real course feedback data. Your task is to:

2. ...define what information was missing. What should be asked (differently) next time?
  - 15:21 We don't know how big part of students were happy with the lectures (even though many gave negative feedback on them)
  - 15:21 Not very specific questions
  - 15:21 Peer feedback from the other lecturer
  - 15:20 The questions should be more specific.
  - 15:20 Why were the lectures as they were? Was the lecturing material from previous teacher or something like that?
  - 15:20 Lectures semed to be "by the point" not "on the point".
  - 15:19 Uniformity in the feedback questions
  - 15:18 Questions about which activity supported learning
  - 15:17 Missing feedback during the course, for every new teacher/activity
  - Usefulness to lecture delivered to assignment
  - 15:16 Feedback on visiting lecturers separately +1
  - 15:14 Students could grade each learning activity.



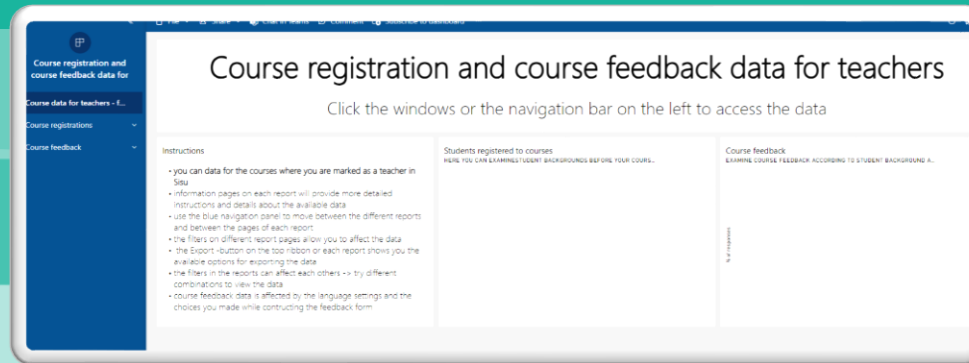


# Course feedback

## PowerBI report for teachers:

[New course feedback report tool for teachers \(news in Aalto.fi\)](#)

[Link to the new reporting service >>](#)





# Course feedback

## Useful links:

[How to formulate own questions?](#)

[Course feedback as a course element](#)



# Course feedback

## Stay updated: Implementation of the new course feedback tool 2023 | Aalto University

