

**Aalto Course Feedback**

# **Course Design**



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**December 2022**



**Aalto-yliopisto  
Aalto-universitetet  
Aalto University**



# Goals for today

1. Aalto feedback portfolio
2. Principles of feedback in education
3. Re-built feedback process:

- feedback during the course
- responding to feedback

## After this session you are able to...

- Understand the latest Aalto level development related to student feedback
- Justify and select methods for collecting student feedback
- Discuss and evaluate how feedback can be used in development as a teacher over time

## Course assignment: a course plan

-> Reflection: What is my approach to collecting and utilising feedback?

-> How do I apply this information and my reflection in my course plan?

# Warm-up: 5 whys

1. What is your most important reason for collecting feedback?
2. Why is it so important to...?  
(repeat "why" x 5)
3. Enter your most important insights here after you have done the 5 whys:

**[presemo.aalto.fi/aaltocf](https://presemo.aalto.fi/aaltocf)**



The last "why" is tough... Why do we want to coach the students for the future. For better future? For better society? For better life for individuals?

I want to see how my ILOs are conveyed to the students

2. To understand how students learn and engage with the course

To improve the course contents + to develop as a teacher

The students are the ones benefitting from the course so if I can make the course more useful to them I will be doing a better job

To align the students' outcomes with the course content and modalities, and to be aware of their perception about my teaching practice

Students' wellbeing What are the positives parts of the course What are the negative parts of the course Is the teaching methods effective Is the workload appropriate+1

To gain an understanding of the students' perspective > To be able to develop the course further > To meet the learning outcomes better >To better facilitate students' learning > To meet the programme level ILOs+1

Its a nice approach to start with questions and ending with a good conclusion with all critical steps to overcome within 5 why's.+1

Students will develop their skills and gain knowledge

Students will be better equipped for the future careers+1

To reflect on what works well in my courses and what should be improved to fit students' needs better = so that my courses will be more beneficial for students.+1

So that the students learn better

To support students' learning+1

# Student feedback

- Allwell?
- The Finnish Bachelor's graduate survey
- Feedback survey of new graduates
- Feedback survey for M Sc graduates
- *Aalto Course Feedback*
- International student barometer
- Career monitoring surveys

## *Aalto Course Feedback*

Automatic feedback system:

- Surveys are generated based on Sisu-information and published automatically.
- Automatic reporting.

Comprehensive set of questions:

- Fixed Aalto and School questions
- Teacher can add course-related questions

A safe feedback channel for the student.

# Principles of feedback in education at Aalto University

## *Aalto feedback principles*

interactive

impactful

streamlined

### **Feedback is openly interactive.**

We wish to promote an **open** feedback culture and the **reciprocity** of feedback. We give feedback in a direct and constructive manner. We respond to the feedback we receive. We **discuss** feedback with students. We gather feedback from several viewpoints, from an extensive range of actors.

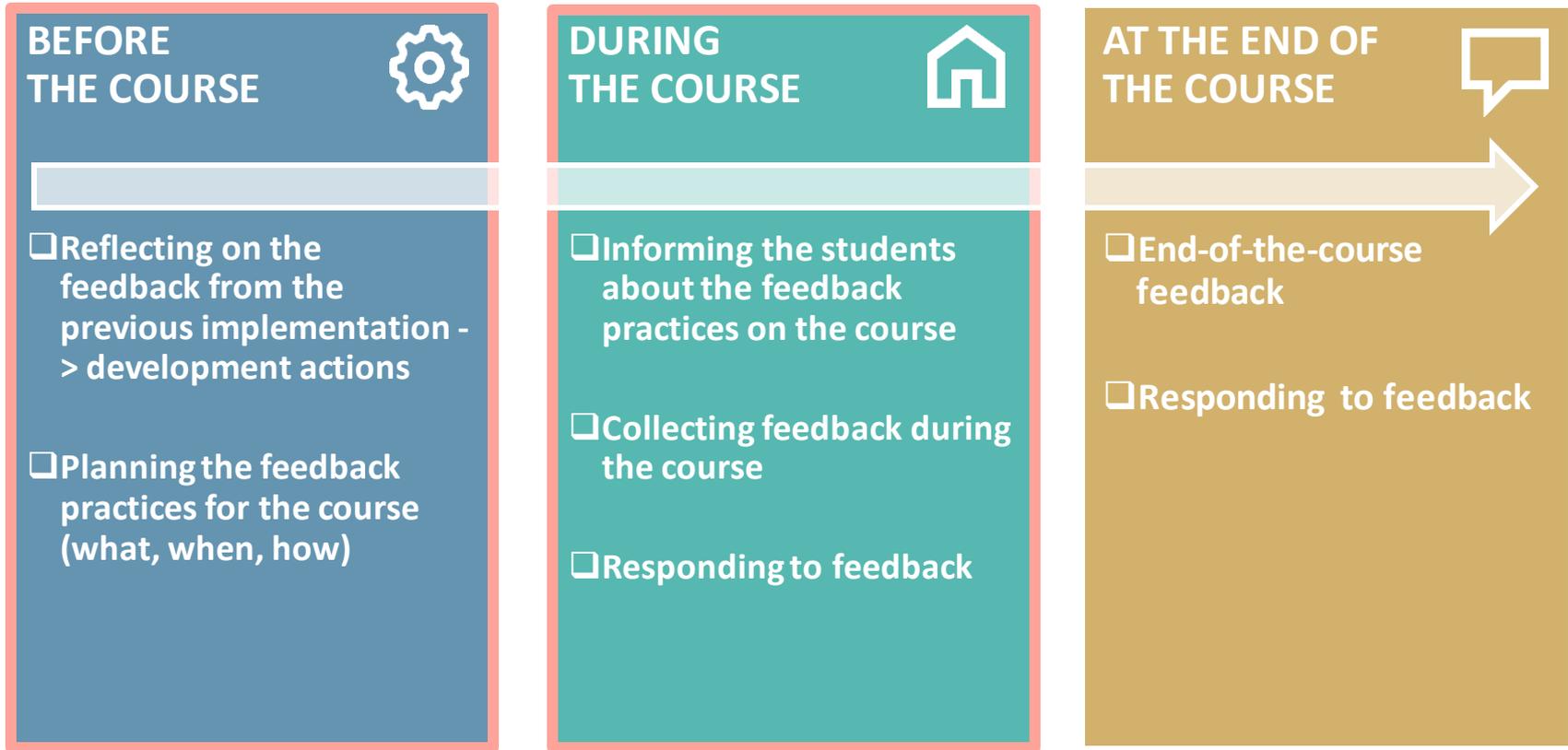
### **Feedback has an impact.**

Feedback results in the development and evolvement of operations. We collect feedback in **as real time as possible**, in a way that genuinely enables us to process and benefit from the feedback. When giving feedback, we consider how it could be used for the **development of operations**. We **monitor** the development that is carried out based on feedback.

### **Feedback is streamlined, systematic and versatile.**

We collect comprehensive feedback on multiple levels. Giving feedback is **easy**, and it is a part of every process. Our feedback portfolio is **student-oriented** and clear. The feedback we give promotes **students' learning** and supports the **development of teaching**.

# Course feedback as a course element



# Help a colleague in distress

- 4 challenging dilemmas that require your creativity and applying what you know by experience and from today
- 4 groups = 4 cases – 10 minutes
- Notes in Presemo: [presemo.aalto.fi/aaltocf](https://presemo.aalto.fi/aaltocf)
- Wrap-up: 3 min / group



# Case 1: discouraging feedback

*Your colleague, Teacher I. M. Weary, has got extremely discouraging feedback. They are feeling sad and disappointed because they feel that the course seemed to go fine. The feedback is not constructive at all, and it is even contradictory (extreme opinions appear). I.M. feels that it is very difficult to define what should be changed based on this feedback.*

**How would you help your colleague? What can they do now and in the future?**

Educate the student to give feedback: be specific

Talk to your supervisor? (Unfortunately my supervisor didn't have time to talk to me, when I got bad feedback)

Very personal feedback: talk with your colleagues, ask a colleague to join your lecture and give more constructive feedback

What to do now: 1. Ask colleagues 2. Learning services 3. Ask teaching assistants

What to do in the Future 1. Check how the questions are formulated and if they fit well with the course content? 1. Perhaps change the questions to get more specified feedback 2. Ask colleague to sit in on your course (lectures) 1. Check your Mycourse page+1

You can try to do a second round of feedback (e.g., with Presemo), of something was unclear

Take some time and do not act immediately, digest the feedback a bit later.

Try to put yourself in the position of the student who gave the unpleasant feedback -  
-> what might be the root problems behind the frustration?

# Case 2: heavy workload

*Your colleague, Professor Stub Born, is again and again getting feedback that the course they teach is heavy on the workload. The course is about very important topics, and it is mandatory, so Prof Born doesn't want to change anything.*

**How would you help your colleague? What can they do?**

- 1) Could he change the assignments, to make them lighter.
- 2) Is all the contents really mandatory, and prioritise the contents.
- 3) Ask another teacher to go through the workload.
- 4) Could individual assignments be made into group assignments to reduce the workload (share).
- 5) It might help to show the workload calculation to the students

# Case 3: poor response rate

*Your colleague, Ms. Fortune, is confused after the course. They feel their course went fine, but despite the automated course feedback system and a big number of students, they only got 3 responses. This means they don't get the course feedback report, because reports with under 5 respondents are hidden to ensure students anonymity. They contacted the admin user of the school (for course feedback) and re-opened the survey to get more responses, but that didn't really help.*

**How can you help your colleague? What do they need to understand/do differently to avoid this kind of situations in the future?**

If you start the course by discussing last year feedback, students are more motivated to fill survey for the following year as well...

Start course by talking about last year's feedback to show it makes a difference

Make the giving the feedback more interesting by having course specific questions

You can get the list of students who provided feedbacks, but you cannot see what feedback of each student give.

make the feedback compulsory to pass the course

Give students time to fill the webropol survey during the final session

give one bonus point in the exam for filling the feedback

# Case 4: feedback during the course

*You have a new colleague, Dr. Clu E. Less ,who doesn't have a lot of teaching experience. Now they are wondering if they should collect feedback during the course, because they read in the Teacher's handbook that it is recommended. They have no idea which tools to use or when precisely to collect feedback, and even what kind of questions to ask during the course is a mystery.*

**What kind of advice do you give based on your broad teaching experience?**

If the students see that feedbacks are implemented they are more encouraged to feedback

Asking for feedback during the contact session time may lead to higher response rates

When to collect will depend on course structure and needs: could be after every session but also more timely on specific activities.

Example: Survey on how students like reading material, assignments and space for open feedback. Questions are very basic and more on what students liked or didnt like, etc. The survey is done anonymously via MyCourses.

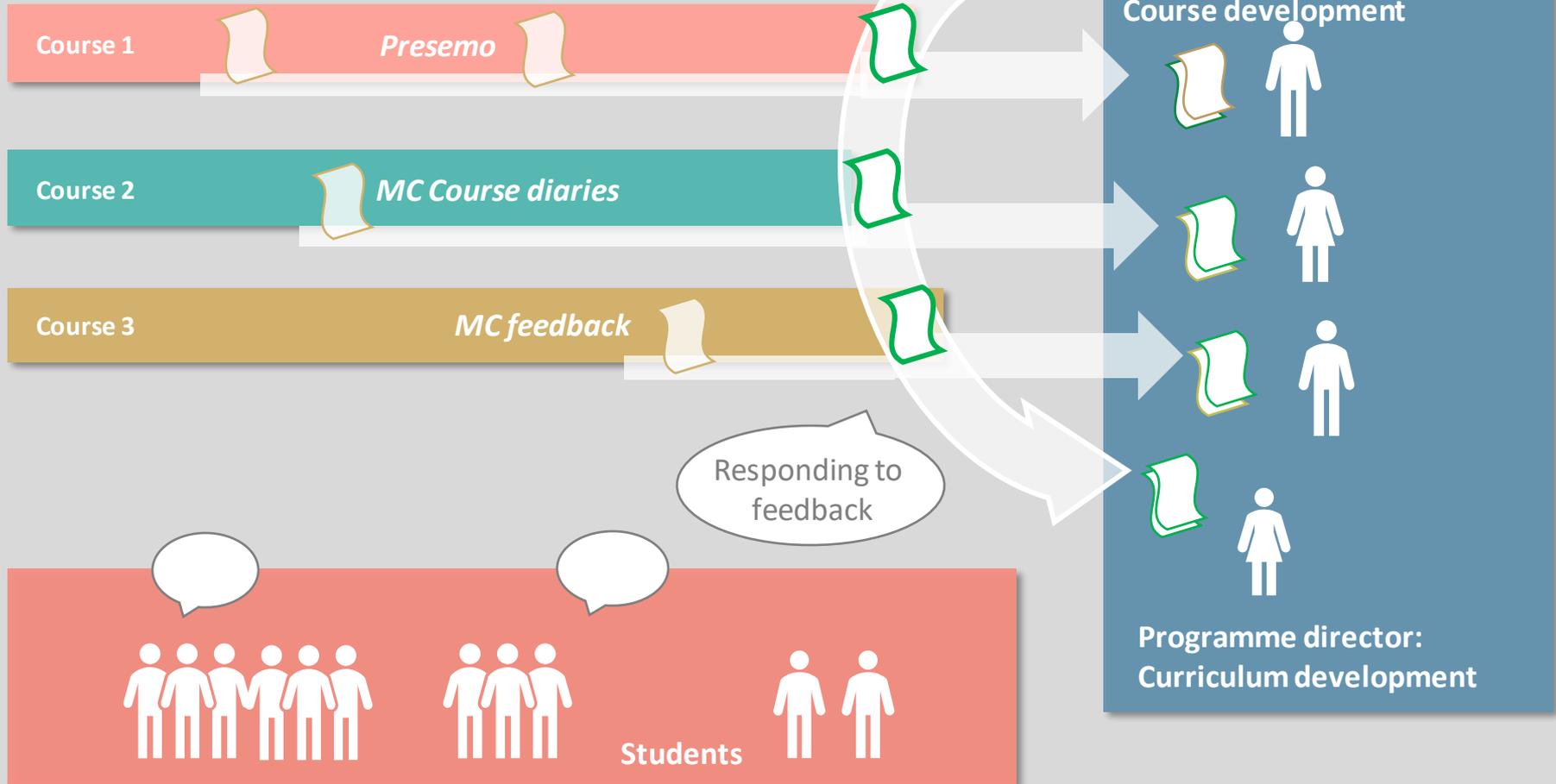
Questions can be regarding the workload

Questions can be e.g. regarding achieving learning outcomes, or how the students perceive certain assignments or activities, etc.

Presemo can be used to collect quick feedback during and after sessions

# Course feedback practices

*End-of-the-course feedback*



# Overview of course feedback development areas

## 1. Strengthening the feedback culture

- **Re-built process and Feedback principles:** Communication and implementation plan
- Communication: **Aalto.fi, Teacher's guide**
- **Best practices** for collecting and utilizing feedback

## 2. Collecting feedback

- **Renewal of the technical system**
- Survey content: **a question about Inclusion** → a new Aalto question 08/22
- Survey content: a process for editing Aalto/school questions

## 3. Reporting

- **Report tools:** easier retrieval of teacher's reports and a new report tool on Power BI
- **Support for curriculum work:** piloting a data-driven approach (e.g. workshop in CHEM) - a support model

C O N S U L T A T I V E   G R O U P

Help us improve and  
see what works well:

—

Feedback,  
please!

A”

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**For more information:**

[Course feedback in Aalto University](#)

