

# BVM&S Approach and Examples

- Top-Hat with instant feedback
- Top-Hat with more formal analysis and response
- ‘Old’ technology



# Mid Course Feedback: Example using TopHat

- In this example, the lecturer asks the students 2 free-text questions which they respond to with free text using the TopHat system.

The screenshot displays a TopHat quiz interface. At the top, a status bar indicates "Anonymous" and "No Correct Answer". Below this, two questions are presented in separate boxes. The first question asks, "What's been the best thing about the course so far?" and the second asks, "Anything we can do to improve things for you?". Both questions have empty text input areas. At the bottom of the screen, a navigation bar shows "26/26" and various control icons including back, forward, and search.

• No correct answers: No correct answer has been set for this question

What's been the best thing about the course so far?

Anything we can do to improve things for you?

26/26



Anything we can do to improve things for you?

More of these revision sessions

Give more time between classes and the related practical so we can learn. give more videos for dissections. more self quizzes

Make revision week into 2 weeks

More flipped classroom

Make the practicals later after we've had the lecture and had time to study it. having quizzes or even practical assignments that are graded would also be helpful.

In both cases, the comments are used as an opportunity for dialogue between the lecturer and the students. In this case we discussed more opportunities for revision classes and explained the scheduling problems with creating an extra revision week

Anything we can do to improve things for you?

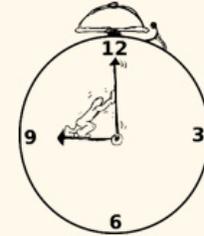
More flipped classroom

Have real lectures instead of the flipped classrooms

As in this example, it also allows us to surface differences in opinions between students, demonstrate the dilemma's we can face and discuss these openly with our students.

# Top-Hat with more formal analysis and response

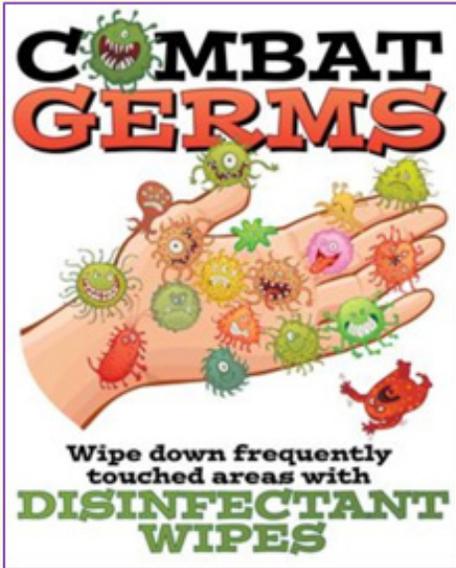
## Rushed for time in practicals



- With respect to feeling rushed for time, this is more difficult to rectify, due to available timetable space. Freeing up more space would require dropping the round-up session which many students value.
- You are the first year to have recorded round-up sessions available to you (a legacy from the previous year's feedback) – please make the most of these in conjunction with the round-up powerpoints.



Sionagh has asked the other lecturers in pathology to keep including Top Hat.



Disinfection of your notes is a good point and one Sionagh has worried about too ☹️. She suggests taking your phones into the PM room to take a picture of your notes. You could do this as a group and take it in turns to provide the phone...any other suggestions welcome. Though not polypockets – not environmentally friendly.

# Thank you for your....

- ... feedback
- ... compliments
- ... suggestions

*"Having final years to answer questions in practicals"*

*"custard exudate"*

*"Notes & lectures are clear and easy to understand"*

*"Awesome lectures, especially pathology. The practicals have also been great"*

# 'Old' technology: The Pig Postcards



THE UNIVERSITY of EDINBURGH  
The Royal (Dick) School  
of Veterinary Studies

## MID-SEMESTER FEEDBACK:

I'd like to comment on (name of course)...



*Change...*

*(What if anything should we change?)*

*Keep...*

*(What are we doing right? And shouldn't change!)*

*Start...*

*(Is there anything you would you like to see introduced?)*



MID-SEMESTER FEEDBACK:

I'd like to comment on (name of course)...



<i>Change...</i>	<i>(What if anything should we change?)</i>
<i>Keep...</i>	<i>(What are we doing right? And shouldn't change!)</i>
<i>Start...</i>	<i>(Is there anything you would you like to see introduced?)</i>

Consequently, I don't think very much can be read into these (CEQ) data. More useful is the mid course feedback which I did on cards and which everyone filled in.

# Mid-semester feedback

## Organising feedback

The Course Organiser should arrange for informal feedback to be collected from the class on what is working well and what could be enhanced, in time for minor problems to be resolved. It should normally be carried out in class to maximise response rates. The CO should decide whether to have separate feedback exercises for lectures and for workshops. The timing should normally be at an appropriate point between weeks 3-6. The School does not formally collect or record this feedback; its main purpose is to enable enhancements to be made in time to benefit the current cohort.

The forms below have been printed already and can be obtained from MTO so as to avoid the CO having to make copies.

The single most important thing about mid-semester (and other feedback) is to be sure to report promptly to the class.

- Explain what was fed back, including positive aspects (a student will not normally know what the feedback from others may have been).
- Tell the class how you will address any issues.
- If issues cannot be changed immediately but may be changed for future years, explain the process.
- In cases where it is inappropriate or impossible to address an issue, explain why that is the case.
- Ask tutors to respond to feedback in a similar way.

## Our process for obtaining the feedback

### Workshop feedback

It is better to collect feedback on paper during a session, although online is acceptable provided it results in good response rates. If groups of students are assigned to particular tutors, the responses for different tutors should be identified or kept separate so that tutors receive feedback from their particular students. As CO you should review the feedback to individual tutors and if there are issues, discuss them with that tutor. The following forms are available, but other forms or blank pieces of paper or a card can be used if preferred.

### Lecture feedback

This is also normally best done on paper during a session. A possible alternative is to use online feedback completed during the lecture on students' phones or tablets.

Care should be taken to ensure that anonymity is not compromised, particularly for workshop feedback where groups are small and tutors may be nearby.

# Mid-course feedback: Sharing good practice

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EMILY TAYLOR

SCHOOL OF HEALTH IN SOCIAL SCIENCE

# Context

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Three subject areas: Clinical Psychology, Nursing Studies, Counselling and Psychotherapy

Predominantly practice-based teaching towards vocational qualifications

People-facing professions in which high degree of reflexivity required

Mid-course feedback long established as part of:

- A collaborative learning environment
- An iterative process of course enhancement

# What we have learnt

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## Timing

- Need enough exposure to the course to be able to comment
- Don't ask directly before/after an assignment deadline

## Context for feedback

- Teacher as reflexive practitioner
- Collaborative learning environment

## Focus

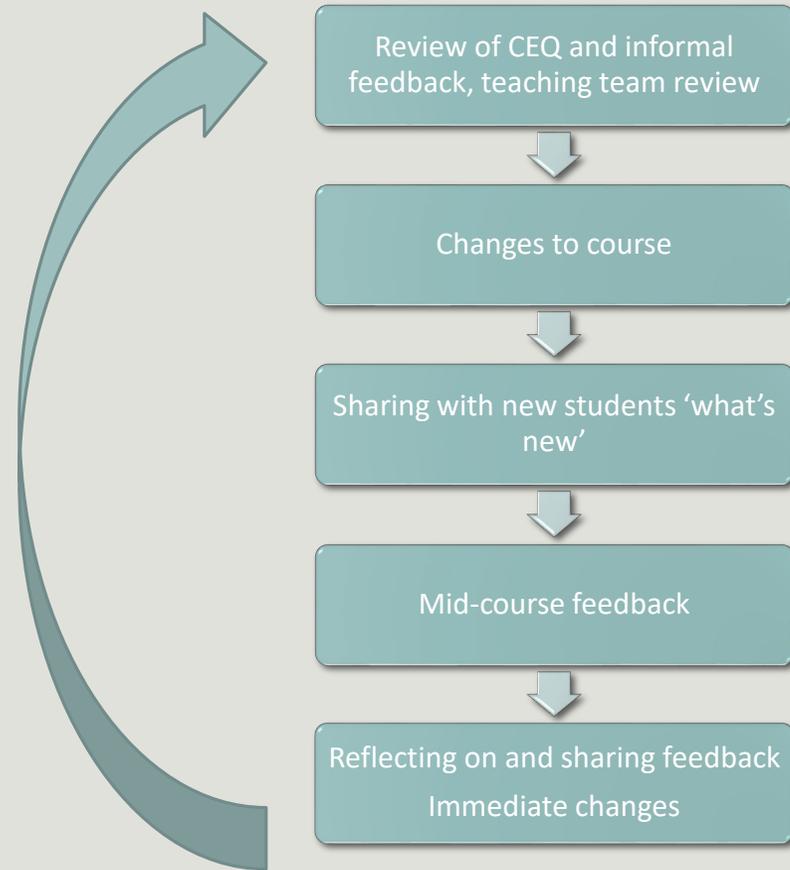
- Managing expectations
- What's new/what are the teaching team struggling with/enjoying?

## Feedback and action

- Swift, responsive, honest

# Example: Trauma and Resilience in a Developmental Context

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You Said	We Did
<p>The format and structure of the course, and the use of the wiki work really well (simple to use, navigate, avoids multiple platforms).</p>	<p>We are glad it is working for you – we don't want students to waste time trying to work out what they should be doing and where. This year we got rid of the Learn Discussion Forum and so far nobody seems to have missed it!</p>
<p>The course is very interesting and engaging. The use of wicked problems creates variety, is relevant, and demonstrates the translation of theory into practice.</p>	<p>Thank you - we are really enjoying teaching this content too! The students taking this course are from all over the world and with many different types of experience and expertise. We wanted to offer an experience that reflects this, with a global, contemporary focus recognising the complexity of providing an optimal upbringing for children.</p> <p>Each year, we plan to update the list of wicked problems to keep the course relevant. If you have ideas for topics we could cover in the future, please let us know.</p>
<p>All the tasks have to be completed by Thursday but I can only study at the weekend. I want to prepare the weekend before as I'm working during the week. Please can the week start on a Friday?</p>	<p>Some of the tasks have to be completed by Thursday, but other tasks are allocated the full week. The week numbering ties into the university's academic calendar, and moving the start of a week to part way through the prior week will create confusion, in unpredictable ways, for staff and students. However, there is nothing stopping you from looking ahead to the following week and doing some early prep.</p> <p>We are checking the wording in the remaining weeks to make sure it is clear what needs to be prepared in time for the Thursday tutorial.</p>
<p>Small group discussions in Skype take too much time to organise.</p>	<p>We agree! Originally we set up the small discussion groups in advance, but when students miss tutorials without notifying tutors in advance, these groups need re-configuring to avoid them being too small/unbalanced. Now, we just have to wait to see who attends.</p>
<p>My tutor group peers don't attend or don't engage in the tutorials.</p>	<p>This is problematic for students and staff (see above). We contact students who miss tutorials without giving notice to check in with them and encourage them to attend, but our students are all adults and responsible for their own learning. For this reason we don't add or deduct marks from the final grade for tutorial attendance although we have discussed this. What do you think?</p>
<p>The big group discussions are difficult to follow/I want more big group discussion/the big group is too big</p>	<p>We got a LOT of feedback about the tutorials! It might be helpful to share a bit of history around the tutorials to help show why we have got to this point, but it's also worth saying up front that we don't think we have the perfect solution at all.</p> <p>We used to have Skype tutorials with 10-12 students per class. This worked well, but in groups with attendance issues, the remaining students got short-changed and some activities (e.g. debates) don't work with too few people. We recognised Skype was limiting the scope of what we could (e.g. presentations). Last year, we tried using Collaborate instead (Online Students might be familiar with this). We couldn't archive conversations, it threw students out at random, anybody with a weaker connection couldn't get in, small group discussions weren't visible to the tutor, I can go on... This year, we went back to Skype after failing to find a good alternative, but recognise its limitations as well as its strengths (you can use it with poor internet connectivity, we can archive the conversations for later reference, it's very easy to use). We decided to aim for larger groups to maintain group sizes that allowed different types of activity. But, should we shrink the groups back down again? Please tell us what you think. Meanwhile, the search for a good tutorial platform continues.</p> <p>We are reviewing how we organise the tutorials for the remainder of the course to minimise disruptive moves between small and large groups. Hopefully, they will feel</p>

# End-of-course feedback

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What went well?

*“That the mid course feedback was responded too”*

*“a lot of hard work and effort has been put into planning the course”*

Clear links to our responses to the mid-course feedback for topics, activities, tutorial design, assignment support which largely supported our impression -> changes for 2019/20