

Investigating methods for improving student perception of feedback and engagement



Analysing survey results from the module LUBS3505 over five years, from 2013 to 2018.

KEY FINDING 1: There was a spike in unsatisfied students in 2015.

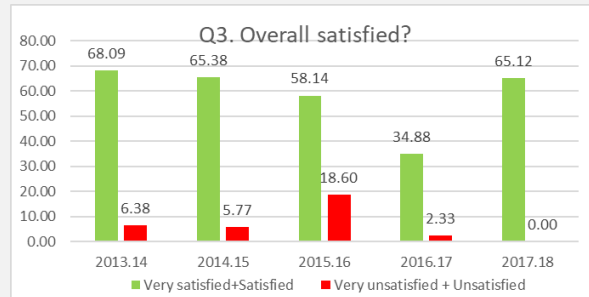


Figure 1

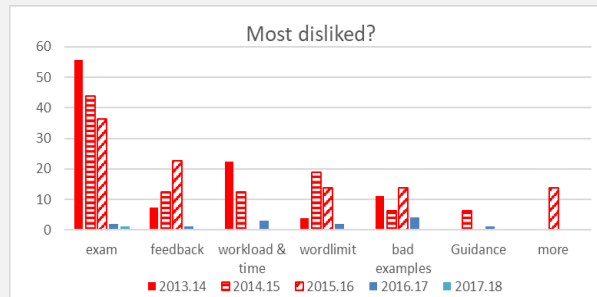


Figure 2

KEY FINDING 2: Students like real world applications.

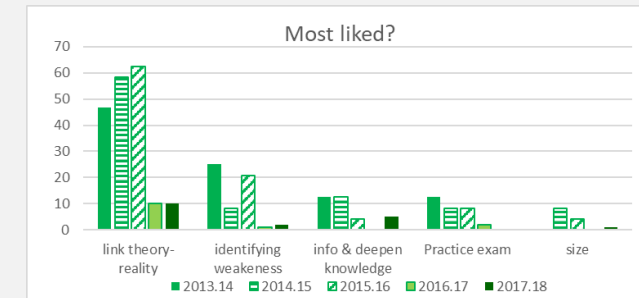


Figure 3

- From figure 1, it is clear 2015/16 was a problem year.
- This was also the year that the most number of students took the current affairs essay (Q1: 46).
- According to figure 2, feedback as the 'most disliked' element peaked in 2015/16.
- In the years following (2016/17 and 2017/18), dissatisfaction was minimal. 36 students in 2015.16 said they disliked the feedback, compared to 2 in 2016.17.
- A change was made after 2015/16, most likely in regard to how the feedback was developed. This is an area for further analysis which is part of the larger project.
- Changing the way an academic delivers feedback can have drastic effects on student satisfaction rates. Professors should advocate testing new feedback methods with their students.

- Figure 3 shows that the 'links theory to reality' element of the module is the most liked part by students, across all five years consistently.
- This could be because in other modules students do not have a chance to link the theory to real world applications.
- This observation suggests that modules should offer this opportunity more to engage more students and perhaps boost academic performance.



If academic tutors are wanting to boost student satisfaction in their taught modules, they should consider changing the way they deliver feedback and relate their modules to the real-world.

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