

# Using Staff-Student Dialogue to Improve Education and Student Experience - Moving Away from Course Evaluations and Towards a More Reflective and Cooperative Model of Change

Ella Barry

Supervisor: Parama Chaudhury



## Introduction

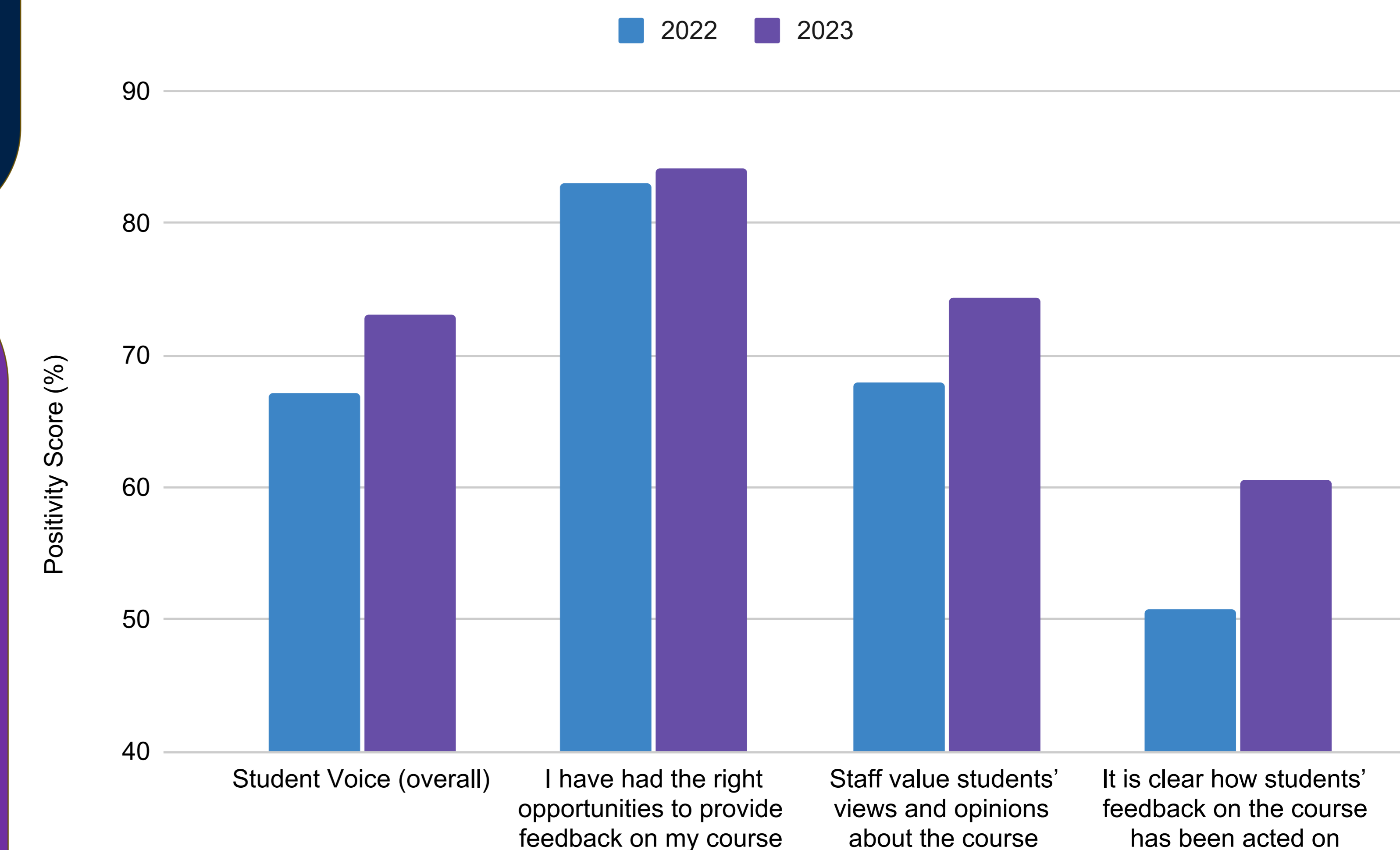
The desire to enhance educational experiences and student satisfaction has driven universities to seek innovative approaches for gathering student feedback. In replacement of traditional course evaluations which are often criticized for biases against minorities and delayed feedback, UCL created Continuous Module Dialogue (CMD). CMD provides frequent, structured feedback throughout a course and fosters open dialogue between students and instructors. An example from a template is shown below. Having only recently been implemented, this report acts as an investigation into the effectiveness of CMD as a process for improving student experience.

## Literature Review

Traditional student evaluations of teaching (SETs) are criticized for biases related to gender, race, grade expectations, and their low correlation with actual teaching effectiveness. SETs are influenced by factors like the instructor's appearance and students' enjoyment of the course, which undermines their reliability. These flaws highlight the need for alternative methods like CMD, which emphasizes real-time, constructive communication between students and instructors to improve the educational experience.

## National Student Survey Results

There is an upward trend in all key metrics from 2022 to 2023, supporting the theory that there is a correlation between CMD's implementation and higher student satisfaction.



## Faculty Feedback

Common and shared insights from professors

### Positives:

1. Structured Feedback Process
2. Real-Time Adjustments
3. Early Issue Detection

### Negatives:

1. Low Response Rates
2. Lack of Actionable Feedback
3. Time Management Challenges
4. Lack of Awareness

## Notable Quotations

### Faculty:

“The structure of picking up problems early on is a key benefit”

“The very first survey had maybe like 30 students out of 140 students. And then it gradually dropped throughout the term and the final survey was barely one or two students”

### Students:

“I remember someone in pharmacy, they got one of their exams moved online because students just realized that that's the more practical way of doing it”

“Survey fatigue is a bit of an issue... if you have too many surveys, people sometimes aren't just bothered to fill them in”

How are things going so far?

## Student Feedback

Common and shared insights from students

### Positives:

1. Timely Feedback
2. Enhanced Communication and Engagement
3. Direct Impact on Modules

### Negatives:

1. Survey Fatigue
2. Inconsistent Participation and Perceived Impact
3. Awareness and Guidance Issues

## Methodology

1. Literature Review: Create a contextual foundation on the flaws and limitations of traditional course evaluations
2. Data Collection and Analysis: Analyze data from the UCL National Student Survey Results Reports of 2022 and 2023
3. Interviews: Semi-structured interviews with faculty professors and students for insights on CMD