

# Evaluation of Courses

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Guidance for Implementation

## The Qualitative Student Feedback

The qualitative student feedback is being recommended if you want to delegate to the students themselves to evaluate your course, in terms of which specific content is to be discussed, for example by asking the participants questions such as the following:

- What was helpful, supportive, “what did I like”?
- What was missing?
- What do I take with me?

You can change questions as needed and add more questions.

You are having various options for obtaining a qualitative student feedback. You are responsible for specifically choosing and for carrying out the procedure. Examples of types of collection are a discussion with students, a written bringing-together of the views of students or a structured obtainment of information with miro (always based on the questions that you designed for the course). Below are some possibilities documented, how you can proceed about collecting qualitative student feedback. If possible, the feedback from the students should be activated within the course and the results are to be communicated to the students.

With several of the measures, with which you as a teacher collect the qualitative student feedback from your course participants, the students do not remain anonymous, if they openly express their views about your course. This requires a culture of discussion and a willingness to accept criticism, in which the perceptions of students can be utilized for reflection without the students being disadvantaged because of the openness of their statements.

Qualitative student feedback is generally only employable for the collection of feedback on your own course(s). Personal information on other teachers may, by reasons of data protection regulations, not be collected. If teaching provided by more than one teacher (teaching teams) shall be evaluated simultaneously, a prior note of consent is needed by which all of the teachers involved express their approval that personal information will become available to the other teachers involved. The note of consent has to be stored by the course leader. Should you have questions, please contact [lehrevaluation@uni-ak.ac.at](mailto:lehrevaluation@uni-ak.ac.at).

After evaluation, the performance of the evaluation must be documented on the “Base Angewandte” <https://base.uni-ak.ac.at/> or in the online service <http://service.uni-ak.ac.at>. You can find more information on this below under “3. Description and Assessment of the Evaluation”.

# Procedure for Carrying out the Qualitative Student Feedback in 3 Steps

## 1. Asking the Students in a Form of your Choice

### 1.a Example: Asking the Students in Writing during a Mode of Presence

You enter your questions into a word-document, which you print out and distribute to the participants in class. The participants answer the questions in writing, each for themselves. The answers are to be collected by a participant and handed over to you. The anonymity of answers of the participants is preserved by the fact that not the lecturer, but a participant collects the answers.

### 1.b Example: Discussion with the Students

You present the questions to the participants of your course, for example on a flipchart. Then ask the participants to reply to these questions in the plenary, and also to react to responses of your colleagues, so that specific perspectives of the participants are made explicit. It is being recommended to make notes on different aspects of the discussion, in order so to be able to keep them available for later. This may be done either by yourself or by a voluntary participant who can make notes on the flipchart, for example, visible to everyone, and at the end of the discussion gives you these notes, which are transparent for all participants.

### 1.c Example: Zoom Meeting with the Students

You organize a zoom meeting with your students, in which you ask the questions that you already have prepared ahead of the discussion. Either display the questions as the meeting host or pre-send the questions to the participants in advance. In the zoom meeting, the students reflect about these questions all together. It is advisable to divide the participants into breakout sessions, as this allows to document the student-replies on whiteboards. The assignment of students to the breakout groups can be done randomly, by using the breakout function of zoom. In order to receive a picture as comprehensive as possible, it is being recommended that all students are able to give answers to all questions and that the breakout sessions are sufficiently timed. At the end of the answering time in the breakout sessions, all students find themselves back into the main room. One person, to be chosen by the group, presents the written-down answers (on Whiteboard before) to the lecturer. The course leader has the opportunity, to formulate additional questions, and to take the whiteboard notes with her / him for further reflection.

### 1.d Example: Feedback collection with miro

The Angewandte provides its teachers with a free access to the miro information tool, which may be obtained from the ZID, should it not already have been set up. Here not only is it possible to collect answers to your prepared questions on a whiteboard, but furthermore to add to the answers of others, also to structure answers in reference to groups of answers or topics. This is helpful for the flow of discussion, if you pre-prepare questions on whiteboard. In a zoom meeting, you can send access to this whiteboard to the attending students by entering their email addresses. Briefly explain, how to use the whiteboard, should not all of the participating students already be familiar with this device. In order to receive a picture as comprehensive as possible, it is advisable to grant sufficient time to the students to provide answers or to add aspects, where they are being inspired by the answers of other students. At the end of the answering session, you, as the lecturer, are having the possibility to ask additional questions. You then can take the whiteboard with you for a further reflection and can continue to work with the answers that you received in miro.

## 2. Processing of the Answers

Based on the collected answers, you ask yourself the following questions:

- Where do I see myself strengthened, what should be retained?
- What should be done/developed differently and how?
- What makes me particularly happy?

You compare your own perceptions and thoughts about your course with those of the students. Afterward, in a conversation, you inform the students about the conclusions you have come to from the feedback.

## 3. Description and Assessment of the Evaluation

To complete the evaluation, you must document a performance at [service.uni-ak.ac.at](https://service.uni-ak.ac.at) until the end of the semester. In the documentation, please describe the method you used, and rate its usefulness. In order to develop further the evaluation process, we also ask you for a more detailed feedback on the procedure.

Since there are different options for implementation, it is important that you describe the procedure that you applied under "Kurzbeschreibung der gewählten Methode (brief description of the chosen method)" (e.g., "asking the students in writing", "zoom session with breakout rooms with 5 students each", etc.). This provides more relevance, for your rating how helpful the procedure was, your concrete references for this, and also for your comments about your experience.

For a documentation of the implementation of the evaluation, please go to service [service.uni-ak.ac.at](https://service.uni-ak.ac.at) and log in with your p-number and your password. Under "Evaluation", click on the course to be evaluated and then refer to "Dokumentation" in the line "Qualitatives Feedback durch die Studierenden (Qualitative student feedback)". The following window will open, which you should please fill out.

Datum der durchgeführten Evaluation: Date of Evaluation <input type="text"/> (TT.MM.JJJJ)	
Anzahl der Studierenden: Number of students	<input type="text" value="0"/>
Kurzbeschreibung der gewählten Methode (Info): Brief description of the chosen method	<div></div>
How helpful was the process for you?	very helpful <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> not helpful at all
Wie hilfreich war das Verfahren für Sie?: sehr hilfreich <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> überhaupt nicht hilfreich <input checked="" type="radio"/>	
Im Sinne eines Austauschs zur kontinuierlichen Weiterentwicklung bitten wir Sie um Feedback zum Verfahren (Anmerkungen, Kritik, ...): In the sense of an exchange for continuous further development, we ask you for feedback on the process (comments, criticism,...):	<div></div>
<input type="button" value="Abbrechen"/>	Save and send report <input type="button" value="Bericht speichern und abschicken"/> (Sie erhalten automatisch eine Kopie des Berichts per eMail)