

# Feedback at course level

## Framework and application

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This document is subject to regular review. To make suggestions for improvement or to share feedback, please contact the University's Education Quality Office at [ego@uni.lu](mailto:ego@uni.lu).

Access for staff: [University Intranet](#) and [Teacher's Corner](#) in Moodle.

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## About this reference guide

The purpose of the present reference guide is to outline the framework for course level feedback the University of Luxembourg, to present its guiding principles and to describe the instruments that the University uses to collect feedback from students at course level.

The guide is available in the documentation repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet](#) and it is equally accessible on the [Teacher's Corner](#) in Moodle.

For a general overview of the different dimensions and channels to solicit feedback from current and former students currently in place at the University of Luxembourg, please also refer to the University's guide *Student and graduate feedback*, also accessible on the intranet and the Teacher's Corner.

For further questions or suggestions, please contact University's Education Quality Office at [ego@uni.lu](mailto:ego@uni.lu).

# Overview

Feedback at course level is an essential part of the University's Quality Assurance Framework for Education (QAFE), within which it is continuously developed. It is a crucial component for assessing the quality of all courses offered at the University of Luxembourg, gathering input from students about their studies and learning experiences.

Course level feedback at the University of Luxembourg is defined as follows:

- It is feedback from students to teaching staff concerning their study and learning experience in individual courses.
- It is a structured context for communication about course quality, with the purpose of informing reflection and triggering development.
- It is part of teaching and of the teacher's responsibility for developing their teaching and course.
- It contributes to the learning process of students, insofar as it requires a reflection on what students have learned and on the possible reasons for the success of the respective learning processes.
- It is completed by informing students about the teacher's response(s) to the feedback received, and the decision or actions that follow.

Feedback on courses is anonymous and treated confidentially. In cases where feedback is not anonymous, this is clearly stated.

# Guiding principles

The following principles apply to the collection of feedback from students in the context of courses offered as part of study programmes of the University. They apply independently of the course type, teaching staff, study programme or Faculty at which the course is offered. These principles were defined by a University-wide Steering Group for course level feedback and are listed below in Box 1. Within the framework established by these principles and the collection procedure, Faculties continue to be able to adapt the feedback of courses to their quality assurance processes.

## Box 1. Guiding principles for Course feedback at the University of Luxembourg

1. The purpose of the collection of course level feedback from students is to contribute to the learning process and to the development of the quality of the respective course, of the study programme in which it is offered, and of the education offered at the University more generally.
2. Course-related feedback from (and to) students is part of the learning experience of students. Adequate feedback is essential for activating the learner, a precondition for the co-construction of the learning experience, and can significantly contribute to effective and lasting learning. It supports students in reflecting on their learning progress and study experience, and in raising related concerns effectively, such that they will be heard and have consequences.
3. Feedback is an integral component of quality assurance and enhancement in teaching and learning. As an instrument for educational quality development, student feedback complements other instruments for collecting feedback at the level of courses, such as staff feedback, peer observation, collaborative course design and development, or the systematic analysis of student participation and performance using assessment and institutional data. It also adds to feedback gathered at other levels such as through University-wide student surveys.
4. Feedback from students concerning courses can be solicited through written commentary ('mini-feedback', open text course session feedback), student questionnaires, micro-surveys, or through dialogue in different formats such as focus groups, quality circles, or simple and open discussions between students and teaching staff.
5. All forms of student feedback should be understood as a channel of communication with the purpose of triggering and informing reflection and dialogue about course quality. They are not a direct measure for the degree to which the course or the respective instructor(s) have contributed to the attainment of learning outcomes or to the learning progress of students more generally.
6. The reflection and dialogue sustained through student feedback necessarily involves course participants (students and academic staff teaching in the course). It can also include Study Programme Directors/managers, faculty leadership, quality management staff, and student representatives.
7. The primary focus of student feedback is the preparation, delivery, and development of courses from the perspective of the student's learning process. Feedback can also refer to questions of coherence of the curriculum, the relation between course content and assessment instruments, or the adequacy of advising and other study guidance offered, among other topics. Feedback should not be used as an instrument for impact analysis. Students should nonetheless be encouraged to relate aspects of course design and delivery to their learning.
8. The quality that is to be developed through student feedback is determined in the process through which students respond to and take up a specific learning offer and engage in a given learning activity. Quality in this context is thus a relational concept that is influenced by a large variety of institutional, social, cultural and personal factors. As such, it is determined as much by the learner as it is influenced by the teacher and the institutional setting in which learning takes place. Feedback instruments should animate students to reflect upon their expectations and to provide arguments for their judgements wherever possible.
9. Feedback and the reflection that should follow is most useful where expectations and intended outcomes have been clarified in advance or early on in a course on both sides. Used as a **summative instrument**, feedback can contribute to a better understanding of why expectations have or have not been met. As a **formative instrument**, used during a course, it can contribute to the clarification of expectations and to improving their alignment.
10. The choice of feedback instrument(s) and the frequency of use should be carefully adapted to the specific circumstances of a given course, to avoid feedback overload and fatigue. As a matter of rule, course instructors exercise this choice. Study Programme Directors, Study Programme Representatives and the Steering Committee of

the respective programme as well as the Deans of the respective Faculty and the Rector or Vice rector for Academic Affairs (VRA) have the right to request that at least one form of feedback be offered for a given course.

11. Before soliciting feedback, students and staff need to be informed of the purpose and methodology of the instrument applied.
12. Where feedback is not anonymous, this must be clearly highlighted. It is part of the professional ethics and academic honour code that staff do not use or consider student feedback in student assessment. The University's honour code for students as expressed in the *Charte des usagers* commits students to treating all staff and fellow students with respect, including when giving anonymous feedback.
13. To guarantee the quality of feedback, the University's Education Quality Office (EQO) makes available the respective tools and provides assistance and methodological guidance for their application.
14. EQO in cooperation with the Luxembourg Centre for Educational Testing (LUCET) and the Office of Statistics and Institutional Research (OSIR), provides standardised analyses of survey data in line with the underlying research design and applicable rules of inference. The interpretation of feedback must always reflect the purpose and methodological limits of the applied instrument. It should equally respect the complexity of response varieties and patterns.
15. No feedback without follow-up: Feedback should inform the development of courses and curricula. The responsibility for using course feedback for quality enhancement lies first of all with the respective instructor(s). Where possible, instructors receive adequate comparative information on the data gathered to help them interpret their own feedback. To preserve the motivation of participants, students should be involved in the respective development processes whenever possible. At the very minimum, they should be informed of how feedback was or will be used in course or programme development. Study Programme Steering Committees are responsible for monitoring and, where necessary, motivating the use of feedback for course and programme development.
16. The access to and publication of data generated through student feedback is defined for each instrument in advance of its application. As a matter of rule, producers of data (e.g. respondents to a survey) receive access to anonymised data on the full set of items concerning the course for which they have given feedback. Such access is also granted to persons who have taught in the respective course. The respective data can be made accessible in the form of averages, summaries or samples.

# Instruments for feedback at course level

In general, course level feedback offers all students the opportunity to give feedback in their perceptions of the quality of courses and their learning experience. Consequently, it provides our teaching staff and study programmes with important information about the students' learning experience and hints about the quality of teaching and learning at the University.

The possibilities for collecting student feedback on courses are many and varied. At present, the University of Luxembourg offers students the possibility to give feedback on courses through the following instruments:

- Course feedback (questionnaire online). For more information on this topic, please refer to the reference guide about *Course feedback questionnaire*, accessible in the documentary repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet](#) and on the [Teacher's Corner](#) in Moodle.
- Doctoral candidates can provide feedback about their courses (transferable skills, disciplinary and interdisciplinary trainings) through specific forms after each course. For more information on this topic, please refer to the [Moodle](#) pages about Doctoral Education.
- Fairness in assessment (questionnaire online). For more information on this topic, please check the document about *Fairness in assessment*, accessible in the documentary repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet](#) and on the [Teacher's Corner](#) in Moodle.
- Other instruments are currently under development to enable teachers to fulfil their needs. They will soon be accessible to all University teaching staff.