Module Evaluation with EdTech - Getting student's feedback on Teaching

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1. Introduction

This paper discusses how student's module evaluation (ME) considers as feedback on teaching in online education.

2. Module evaluation

Obtaining student feedback has been established in many countries in order to evaluate the quality of teaching and the course (Abedin et al., 2014). Module evaluation gives the opportunity to students to provide constructive feedback anonymously. It is a formal or informal process of receiving feedback from students.

2.1 Need of ME:

Student evaluation provides direct feedback on teaching. An academic experiences immediate feedback on student's learning when teaching face to face. In digital education, it is hard to obtain, therefore some sort of feedback on their learning is much appreciated in order to redefine teaching methods and module contents. Module evaluation is the one to solve this need.

2.2 Advantages of ME:

When an academic obtains anonymous feedback online, students provide constructive and genuine feedback on his/her teaching and the course content (Keane & Labhrainn, 2005). Negative feedback provides more opportunity to redefine the module contents and teaching style or methods. On the other hand, positive enables them to cheer and keep up the same content or methods for upcoming year/semester. These evaluation is not to criticise an academic's teaching, but enables them to update/enhance the module and teaching approach. It enables the academic to redefine the tools and methods of assessment as well.

2.3 Tools/Methods of ME:

Virtual learning environment (VLE) plays a major role in digital education (Thangaraj & Ward, 2021), . Blackboard and Moodle are the most common VLE in Ireland. These enable academics to implement the ME with them.

In DCU, we use Loop, which is DCU's version of Moodle, to provide course materials and assessment details to students. We set up an assessment for this module evaluation. It is an inline submission with a word limit. Therefore, students can provide their evaluation through that assessment.

Another method is obtaining module evaluations through an online survey such as survey monkey or Vevox. We use Vevox which is an online survey website which enables us to conduct online surveys with different formats of questions and develop the visualised reports. It highlights most or least liked contents, methods and assessments. It enables the faculty members to understand the feedback with large classes where it is hard to analyse the written submitted feedback. The visualised reports enable academics to share the results with students in real time and complete the feedback loop.

2.4 Schedule for ME:

Scheduling is important for analysing or modifying the module and teaching approach. If an academic collects the feedback at the end of the semester, it does not help current students. Therefore, we collect this evaluation at the start, in the middle and at the end of the semester. The first one helped to redefine the teaching methods and understand student's expectations. The middle review enables the academic to adjust things during the semester and the end review helps to alter the module contents and assessment for the upcoming semester/year.

3. Conclusion.

This paper outlines an approach to module evaluation that has proven very useful in online education.

References:

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