



PEER ASSISTED TEACHING SCHEME (PATS)

Teachers Helping Teachers

Building Quality in Higher Education Courses

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Closing the Student Feedback Loop

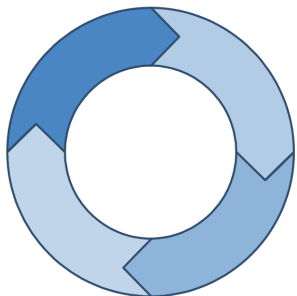
Brookfield argues that simply seeking to understand students' experiences of their learning is a key indicator of good teaching practice. With this in mind, Task 4 of the PATS process asks academics to gather informal student feedback during semester, using either the template provided in the PATS workbook or an alternative method or instrument of the academic's own choosing.

Yet students' perspectives on their learning experiences can be considered feedback only when lecturers acknowledge and respond to them. When such feedback loops are created and closed within a unit's teaching term, the feedback can be of immediate developmental benefit, and visibly so for students.

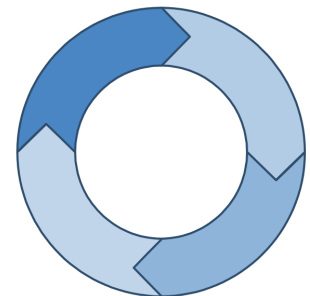
It is possible to address and close the student feedback loop within a unit's teaching term by inviting students' comments, reviewing and reflecting on those comments, devising appropriate responses and then communicating and enacting those responses. PATS provides a structured framework within which this process can occur.

Importantly, in PATS the teaching academic remains responsible for the unit they are teaching and may choose to effect changes, or not—for example, because potential changes may not be feasible or desirable—after reviewing and reflecting on the student comments collected. In this sense, a choice NOT to enact change in a unit is as much a course of action as any other response the teaching academic may make.

Either way, closing the feedback loop is essential, as is ensuring that students see their comments being received and responded to. This only occurs when the teaching academic communicates back to students the course of action they are taking and the reasoning behind their decision.



Brandenburg 2010; www.learningthermometer.com.au; Peer Assisted Study Sessions (PASS)



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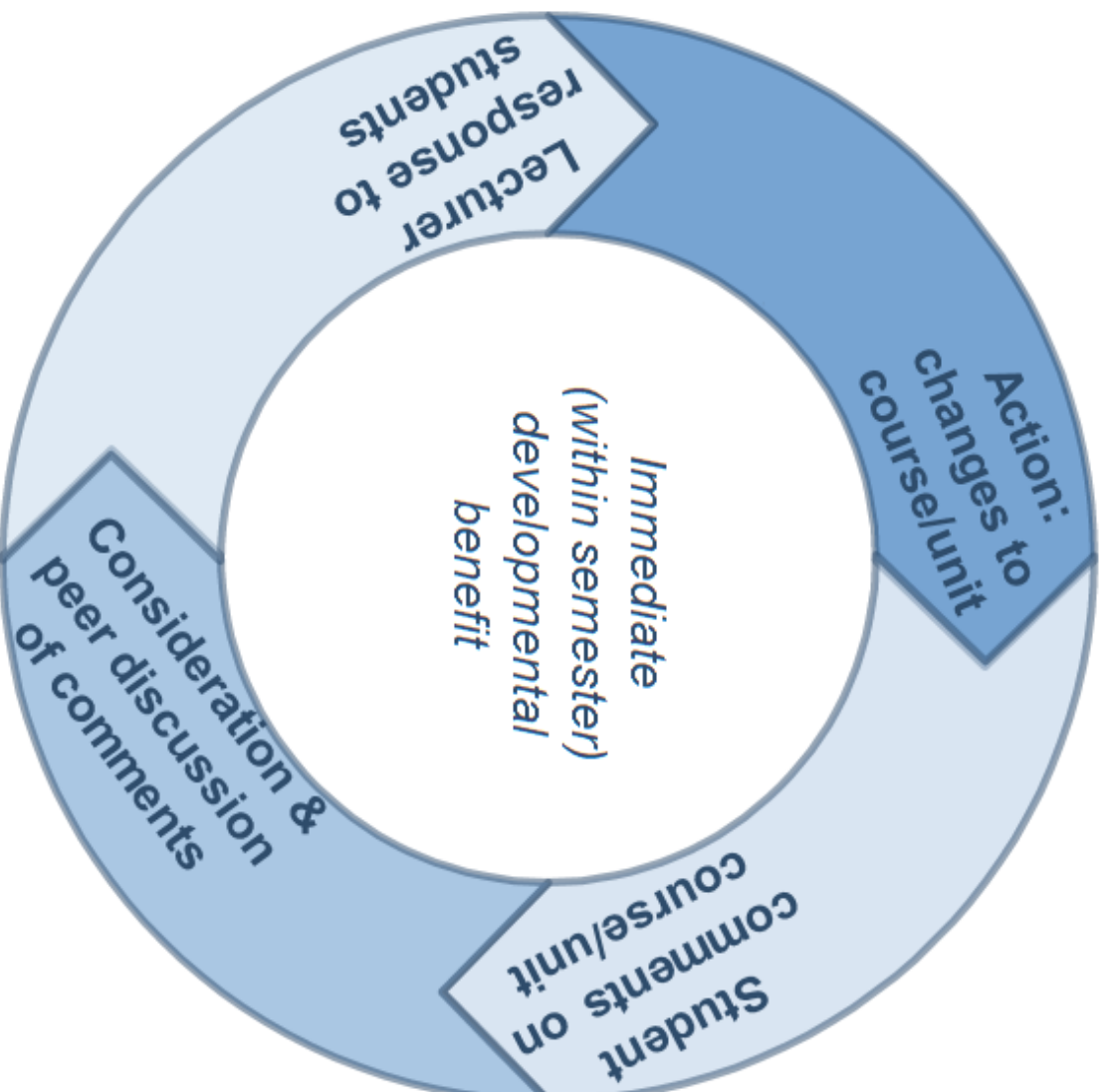


Office for
Learning & Teaching

Closing the Student Feedback Loop

PATS provides a framework which encourages and supports teaching academics to create and close the student feedback loop within a unit's teaching term.

PATS further provides a specific opportunity for constructive and collegial peer engagement in reviewing and reflecting on student comments, as well as in formulating appropriate responses to be “fed back” to students and enacted.



PATS encourages academics to close the feedback loop in two ways. Firstly, by providing an overall framework which encourages and facilitates the process to take place in the first instance. And secondly, by supporting constructive and collegial peer engagement at the review and reflection stage, by providing for peer engagement in discussing and formulating appropriate action responses.