Interpreting Student Focus Group Results

This exercise is designed to help you interpret and respond to the results of a recent Student Focus Group you have organised. You should have received a report from your moderator or created a raw report (i.e. without interpretation) yourself. This sheet will help you begin the process of working through your Student Focus Group report.

Selecting a Question for this Exercise

a) Which aspect of your teaching practice/design are you most interested in receiving feedback for? Why?

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b) Which of the discussion questions was most strongly related to this aspect of your teaching practice/design?

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c) Write down a summary of student responses about this aspect of your teaching practice/design. According solely to the student comments, what could you do to bring about improvement?

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Prepared by Ben Miller for the Faculty of Arts Teaching and Learning Committee, The University of Sydney, March 2010
Context

d) To what extent do the comments made by the Student Focus Group seem to be representative of your class’s experiences overall?

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e) Do you have other feedback sources that shed light on this aspect of your teaching practice/design for the same unit? If so, what alterations do they suggest that might bring about improvement?

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f) Do you have other feedback sources that refer to this aspect of your teaching practice/design for the same unit in previous years or for a different unit? If so, what alterations do they suggest that could bring about improvement to this aspect?

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Plan and Response

When planning any adjustment or alteration to your teaching (practice or design) as a result of student feedback, it is important that you consider how representative the feedback is, the limits and consequences of any change you might make, and whether the feedback highlights a pattern/habit in your teaching practice that you might wish to address.

g) Considering these contextual questions, as well as the changes suggested by Student Focus Group responses, is there a comment that will provoke an alteration to one of your teaching habits? If not, why not? If so, what is the comment and what is the change you will make?

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h) How will you let students know about your interpretation of their feedback (circle one)?

Email / face to face / webpage posting / _________(other)

i) How can you measure the implementation of your response (e.g. further surveys – what, when, how)?

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