



A diversified approach in obtaining optimum student feedback on practical modules

Department of Communication Pathology
Ursula Zsilavec

&

Department for Education Innovation
Helena Kriek

26 June 2008



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA

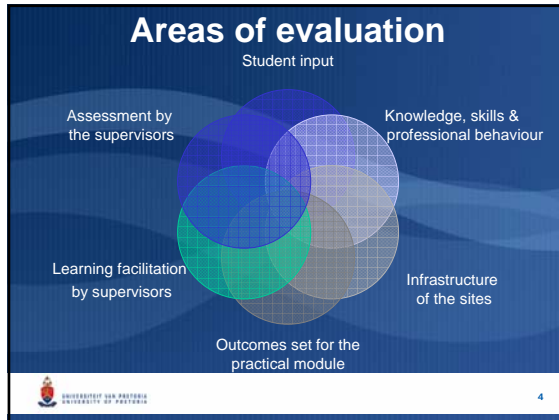
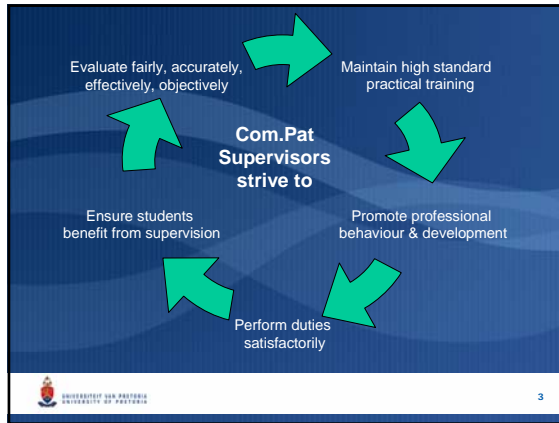
Communication Pathology

- Training in
 - Audiology
 - Speech-language-therapy
- Vision
 - Centre of excellence in teaching, **training** & research
 - Transformation, collaboration, local relevance
 - Endeavour to maintain & develop multi-level partnerships
- Focus on
 - Theoretical training
 - **Practical training**



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA

2



Instrument development

- Collaboration between ComPat & EI
- Lecturers, researchers, education consultant
- Student input gathered
- Implemented in 2006
- Feedback to students in 2008

Feedback from students

- **Infrastructure**
 - Organisation of practica
 - Hours required
 - Clients
 - Facilities
 - Test materials & apparatus
- **Outcomes**
 - Discrepancies (lecturers, theory, therapists)
 - Bridge between theory and practice
 - Inadequate range of learning experiences
 - Inadequate development of skills required



Feedback from students



- **Learning facilitation**
 - Inadequate preparation for practica
 - Review of subject content before practica start
 - Unclear therapy guidelines
 - Effectiveness of seminars
 - Insufficient observation, feedback, supervision
- **Assessment**
 - Criteria not always provided
 - Contradiction between study guide & lecturers
 - Marks not available in time
 - Feedback deconstructive & unprofessional
 - Lack of support after feedback

Interventions by Department



- 2005: (Department for Education Innovation (EI))
 - Workshop on training of students and provision of feedback
 - Role play
 - Focus on feedback and critique as a positive learning experience
- 2006: (EI)
 - Important aspects highlighted by students
 - 2 brain storm sessions to find solutions
 - EI provided tips and input
- 2006:
 - Evaluated by HPCSA and UP's Higher Education Quality Control
 - Suggest actions and changes which were reacted on
 - Practica hours, diversity, practica institutions
- 2007:
 - Start re-curriculation
 - Meet with schools & hospital personnel (excluded if necessary)
 - Prepare for training of students
 - Bosberaad (November 2007) – feedback on practica discussed
- 2008: (January)
 - Lecturer & supervisor training

Revision of instrument

- Feedback useful
- Feedback not optimal
- Student input obtained once again
- Adapt instrument
 - Fewer closed-ended questions
 - Focused open-ended questions

Focus of closed-ended questions

- Infrastructure & Organisation
- Outcomes & Learning experiences
- Learning facilitation & Feedback
- Assessment & Feedback

Open-ended questions

- What context(s) in this module could be omitted in future? Why?
- Please name at least three positive aspects of this module
- Please name at least three negative aspects of this module

Advantages of instrument

- Remarks more specific & valuable
- Improved clarity
- Guide renewal & inclusion of contexts
- Student perspective on important aspects

Contribution of positive aspects

- New positive aspects came forth
- Became aware of unintended growth
- Feedback on departmental input

Contribution of negative aspects

- Aspects negatively affecting ratings
- Influence of broader SA context
- Indicate need for adaptation

Insight

- Continuous evaluation important
- Some aspects repeat (negative)
- New challenges come forth

Significance of Research

- Moved from teaching centred to a learning centred approach
- Students co-constructed their learning environment (Social Constructivism)
- Multi-faceted reconstruction of the learning environment:
Curriculum, teaching, assessment, student support, off-campus supervision

The aim of the research was
to optimise practical modules



The process improved
the learning environment
in its totality

Yesterday is not ours to recover,
but
tomorrow is ours to win or lose.

Lyndon B Johnson

THANK YOU
FOR YOUR ATTENTION