

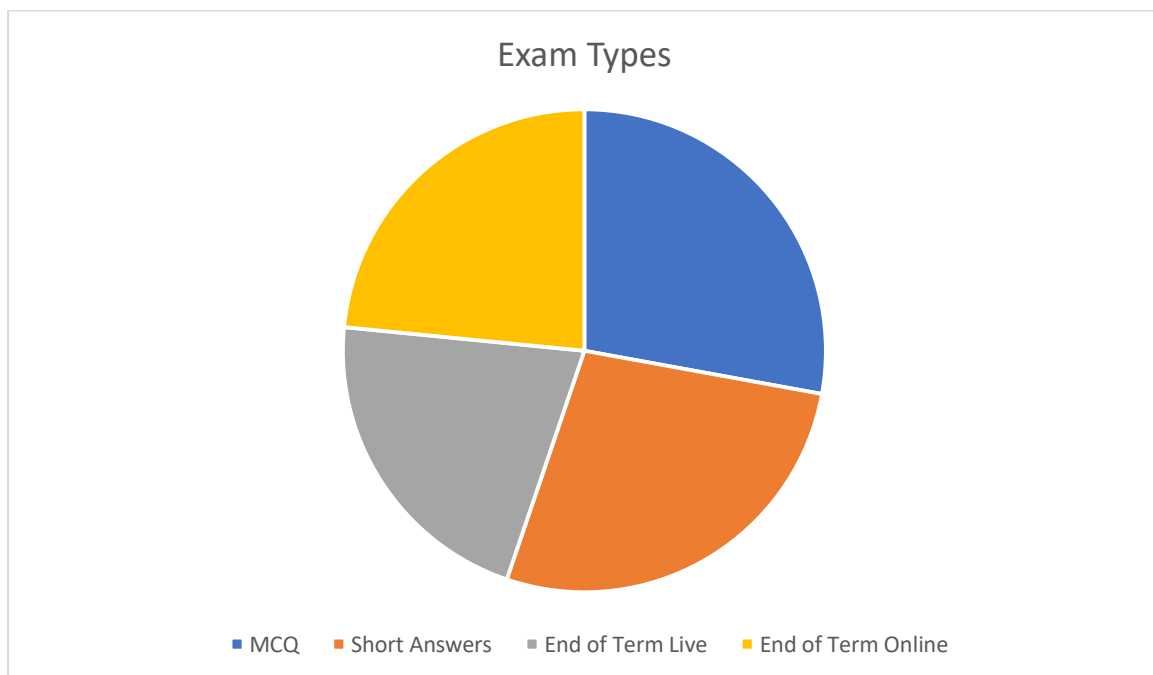
# Student Perspectives Survey Findings October 2021

## Survey

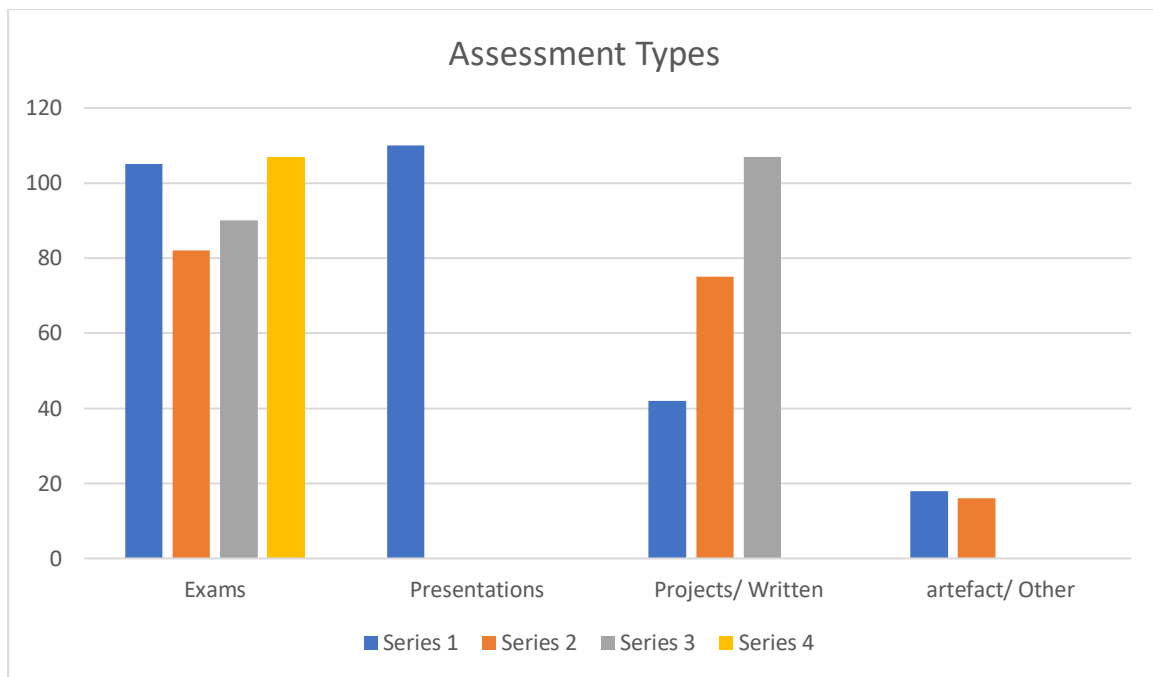
143 students completed the survey between the 19<sup>th</sup> of October 2021 and the 29<sup>th</sup> of October 2021. They took an average 5.43 minutes to complete the survey.

### Question 1. Assessment Methods Students Reported having Experienced

From the data it would appear that most students had experienced some form of an exam assessment during their studies. Of those that experienced exam as can be seen from figure 1. below there was no significant difference in type of exams experienced. 107/ 143 experienced Multiple-Choice questions, 105/ 143 experienced short answer exams, 82/ 143 experienced live end of term exams and 90/ 143 experienced online end of term exams.



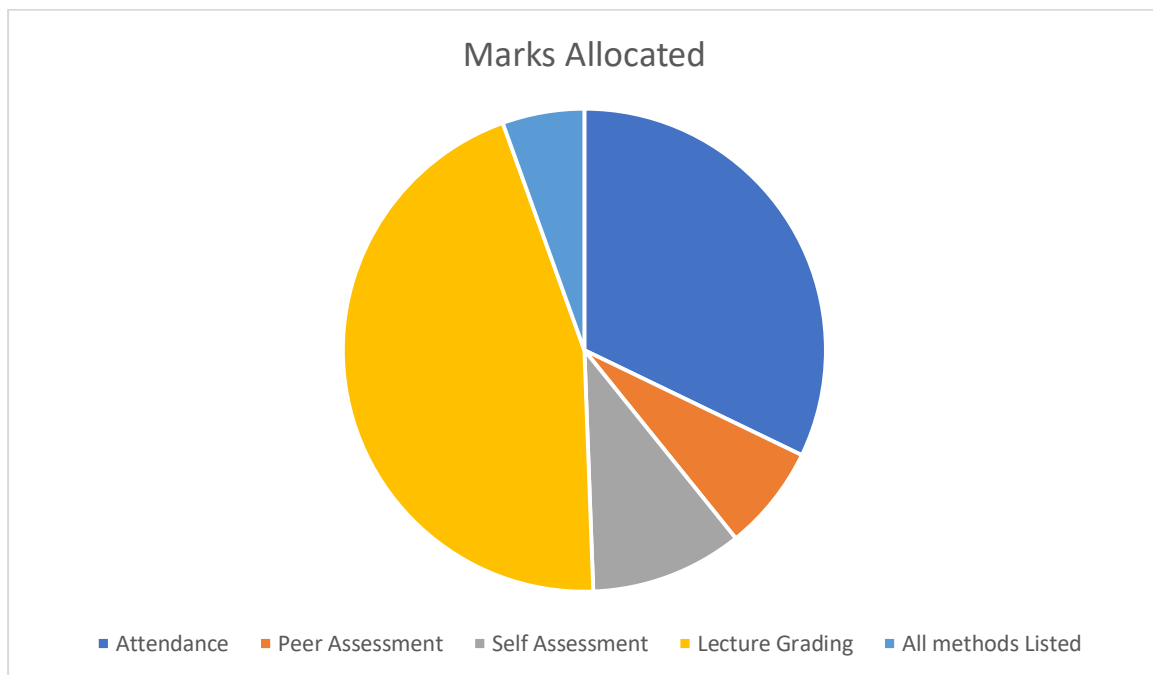
**Figure 1. Exam Types Experienced**



**Figure 2. Assessment Types Experienced**

From Figure 2 it can be seen that students reported experiencing a spread of assessment types. Presentations were reported as the single most common assessment type experienced by students 110/ 143. Academic essays and Multiple-choice questions were second most common at 107/ 143 respectively. Projects were reported as 75/ 143 and Portfolio's 42/ 143. There was a significant drop in reported experiences of assessment through Artefact production for example an Infographic and the option of other, 18/ 143 and 16/ 143 respectively.

## Question 2. Marks Allocated in Past Assessments

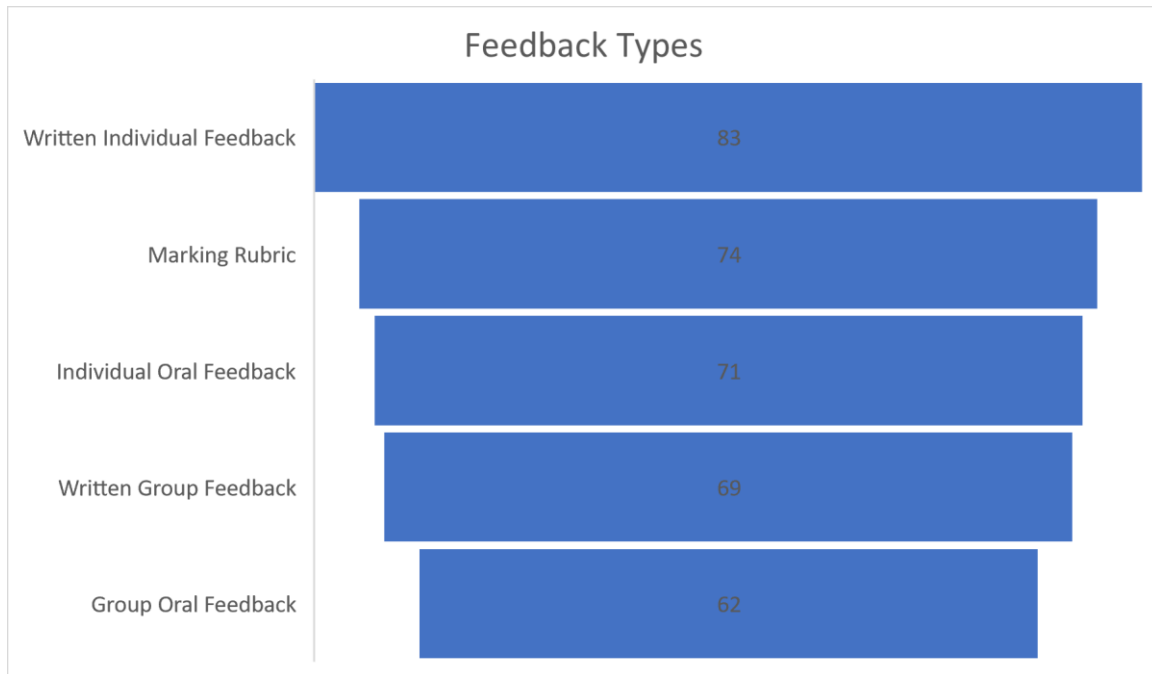


**Figure 3. Assessment Mark Allocation Reported**

Lecturer allocated marks was clearly reported as the highest source for mark allocation 115/143 with the lowest source being 14/143 'All that was listed'. Peer Assessment was 18/143 and Attendance was 82/143. Self-Assessment was just higher than peer assessment at 26/143.

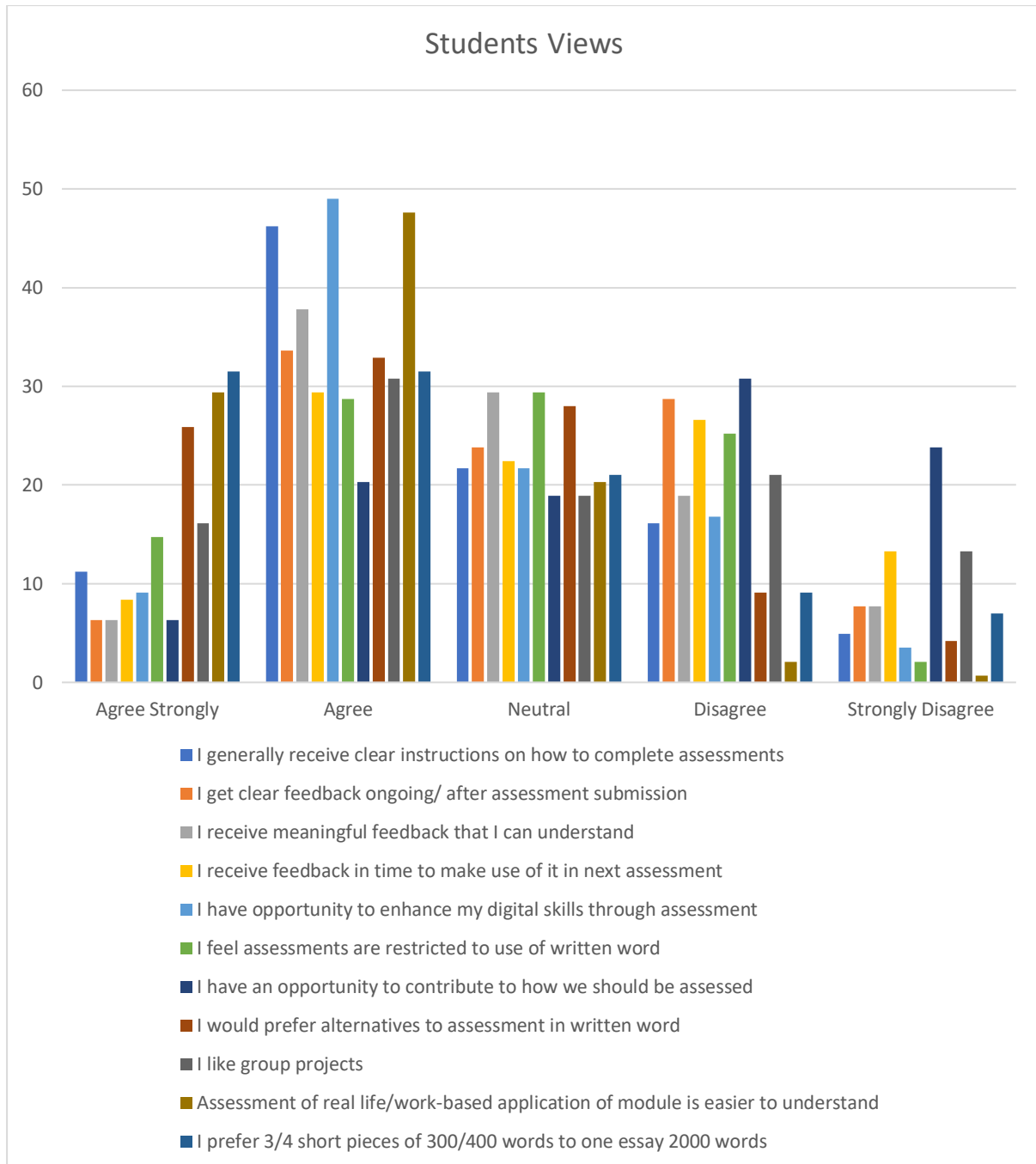
### Question 3. Feedback Experiences

Students did not report significant differences in types of feedback experienced.



**Figure 4. Feedback Types Experienced**

## Question 4. Students Reported Experiences on Assessment and Feedback Processes



**Figure 5. Students Views**

## **Question 5. Students Reported Positive Experiences of Assessment and Feedback Processes**

Students self-reports are presented below in thematic clusters. Approximately 10% of students said they had not experienced any assessments or feedback at the point of the survey

### **Positive Experiences**

- Encouraging
- Clear indications of where to improve, clear indications where the marks of an answer were lost, clear indications of where I succeed to answer questions
- My lecturer gives me a lot of confidence that I know the material and that I have a lot of potential On reports, some lectures mark off on the page what was done well and what not so well. This makes it easier to see what needs to be improved
- Helpful feedback on my first assignment
- Online continuous assessment I find great, one module we have at the moment provides us with a mentor which is good for feedback and support
- Practical assessment in person. After completion I was given oral feedback straight away and received written feedback via email the following day.
- Lecture would meet student individual after first ca then they could use this knowledge to make final ca better. I did like seeing were I gained marks via the taxonomy Like getting ca1 results before ca2 as then I know what marks I need to pass and get be easier on mental health
- In the short time I've had we've been mostly assessed based on things like projects, written blog entries and our attendance, which I'm happy with. Our programme is relatively exam-light which suits me very well.
- In secondary school, many teachers gave feedback rather than an actual grade which I personally preferred. I think there is such a stigma around certain grades, but ultimately whether you're getting an A or F it doesn't really tell you much of what you did wrong or right, you're not learning anything, you're just being told you did enough or you need to study more, okay, but study what exactly? What areas do I need to focus on? Whereas with feedback from a teacher/lecturer you have an understanding of what to improve on or what you did well.
- I liked how the feedback can be positive appreciated however the main message of improvement is put in front.
- Having very clear and detailed feedback given soon after submitting a piece of CA, pointing out exactly where I fell down and suggesting ways in which I could improve.
- A narrative PowerPoint for a module on critical reflection was interesting and different to an assignment.
- Feedback on assignments pointed out areas that need improvement and helped in future assignments
- Through placement assessment was positive and action-based feedback to provide me as a student to advance in my continues professional development.
- One of the lecturers gave us in detail of areas that we could work on to increase grades. Found it beneficial

- Narrated PowerPoint presentation as I used bullet points on the power point and got to explain by talking but didn't have to do so in front of the class. Gives people that struggle with academic writing a better chance
- When reports were graded on Turnitin lecturers were able to give feedback on individual parts of the report by inserting speech bubble icons on specific parts and I could then click the bubble to read the praise/constructive criticism. I found this very helpful ONLY when reports were graded in time that I could read the feedback before the next report/assignment etc.
- Grades and comments in a timely manner so we know where we stand going forward
- Getting good quality feedback in terms of your structure, writing ability, referencing, etc., is so important as I feel it really guides you for your next assignment and highlights that you can't really be slacking as a third level student.
- I was able to learn from the feedback and it helped me enhance my skills of writing. Feedback sheets and being able to see where I lost marks was really useful.
- One major project with feedback as if it was smaller projects were grading changes as the project progressed based on the changes suggested by the feedback.
- Received good feedback on changes that should be made to master document and implemented them to improve my grade in the next module that required the document
- A lecturer gave individual feedback on our assignment which helped with what I can do better going forward
- In classes there was continuous building on projects with constant feedback from lecturers in class
- Only really receive group feedback.
- Not an assessment as such but a lecturer on the first day, made available to us a doc containing the rundown of the semesters. complete understanding of what was required of me and how the stages of development of module content were being executed. how much each subject assessment was allocated and type of assignment required with specific dates.
- If I get a bad grade in an exam and get it corrected the teacher we ask if I'm ok with sharing it with the class if it's not ok she will tell me after the class is done
- Face to face feedback had a better impact on me than a written feedback
- I was told my idea was a great idea and my entrepreneur idea was excellent and useable
- I have received positive assessment and feedback experiences along the lines of understanding what the assessment is asking for you to do and also the inclusion of continuous assessment as this helps greatly in understanding a section of work more clearly and being assessed on that and other sections through other continuous assessments unlike one big final exam where you have to crunch all the information learnt into one day and I feel that is not a good show of academic knowledge. Also, a show of positive feedback I have had would be were a lecturer has went through your assessment and found the parts where you have lacked in and told you where you should work more on and hearing that is a great help to understand more of what is to be asked in an assessment
- When there is only one minutes for each question, it is better to put mix questions, some of them hard other less to complete the exam

- Written assessments work well for me rather than the end of year exam assessments. I feel so much more pressure and stress which causes my mind to go blank.
- When being confronted with a problem or not understanding I can contact the lecturer and get positive example or a good direction to follow.
- Online E-discussion , 500 words Feedback given was written and helped with the next assessment
- Getting feedback straight away on assessments from lectures letting us know if we are on track to good results
- Presenting piece to the group and receiving constructive criticism from the group as well as lecturer was a good positive experience
- Group project presented online, after presentation given feedback on how we did and pointers on how we could improve
- Constructive written specific ways to improve. Example more quotes and not all summarising. And more references from books and not all online stuff. Then I know what that particular lecture likes for future assignments
- All the teacher are very good
- We were assessed individually during our practical it was worth 10% and the feedback given by the lecturer on blackboard was about all of us for example a lot of us forgot 1 or more question
- One to one feedback in person. As the lecturer breaks do where you can improve and what parts you did well in
- A lot of guidance was giving before completing the assignment therefore it made it clear on what my lecture wanted for me to complete. Then after completing the assignment within 2 weeks I received written feedback by email on how to improve for the next assignment
- When I would submit work online I liked when the lecturer would meet with us one to one to discuss the assignment and what I did well and what I needed to work on
- I like group projects and the learning outcomes you receive as an individual and as part of a group. More feedback is distributed I feel within group projects rather than individual feedback.
- We had to create an application as part of a group and throughout the process we received feedback from the lecturer on how to improve the app and get a better grade.
- Every time I put forward a question in class, the teacher will seriously, meticulous answer.
- We have to write pieces for two of our modules and every week we do peer assessment and give feedback to one another, we also get feedback from the lecture. This helps us expand our writing techniques.
- Editing project I got feedback on how I can improve it so that I can upload it online in the future
- Positive feedback on my first draft of my thesis has allowed me to develop my writing and work on mistakes that I would not have previously noticed.
- I was unsure about a specific part of an assignment and I asked my lecturer about it and I received positive feedback in regards to my enquiry
- I was given positive feedback on a presentation I did which boosted my confidence in speaking in front of groups



- Good work
- Clear instructions and positive feedback
- In a stand up presentation I had to do once the class had completed we were all given pointers as to how to improve our communication skills
- In tutorial class or workshop, teachers and students can get feed-back immediately, which is very useful and optimistic.
- In second year we were asked to write two reflective essays consisting of 1000 words each. These were based on two different outdoor and experiential field trips with a few weeks apart. We then did a longer academic essay at the end of the module and had a lot of material to use from our previously submitted shorter essays which was extremely useful.
- Being able to hand up a draft and receive feedback BEFORE the submission deadline to be able to implement the feedback
- Helps you prepare for real life tasks and the more reports you do the more advanced you get at them
- The lecturers gave me feedback on how to improve my writing and concise the length of sentences
- A final project, assessment brief given very early on and was allowed to work on it in class. Lecturer was always checking in to see how it was going and giving feedback as it went. Was my best module by far. Ended up learning more as it was very hands on and one to one.
- Some lecturers have given gradual feedback to help with group projects that take time which in turn has helped the group understand the project more or steer them in the right direction
- assessment on my homework that help me to avoid doing the same mistakes
- We were given the assessment, we lecturer talked us through it and we produced a draft. He then gave feedback on the draft document, both written and oral. We could then finalise the assessment with a final draft.
- Students supports was so amazing!
- Where I can improve and how better to answer or layout the report.
- We received an in depth feedback including the marking rubric of the assignment. This made it clear where we need to improve to gain higher marks. Many other lecturers are not as thorough and this causes confusion on where to improve to obtain better results.
- Given clear personal feedback and told to refer back to this feedback in future assignments. Very clear and to the point.
- Details on how I could restructure my answers better for the next assessment and what key areas to focus on to get a better mark
- Feedback from webinars is good, not assessed on content but feedback allows assistance with assignments
- The course was delivered in an efficient and friendly manner. delivery and feedback was informal but enough to deliver the important considerations that may need adjusting and alteration.
- Some lecturers will give feedback via email and/or by word while others will not. Some lectures look at their email daily, weekly, or not at all. Positive feedback has always

been by word one on one. The lecturer sits with you or even the class and goes through the brief in detail.

- I like when I submit reports on blackboard and I receive exactly what the problems in my report are
- After we would have feedback the following week which helped to do better in the next
- When the lecture tells you what was on the result of the assessment after you have done the assessment
- An positive assessment I have had is an open book project for a practical based subject instead of a timed written exam.
- I was shown where I presented solid ideas and logic in my work, while also being shown where I could improve in certain aspects, which in turn would help with future assessments.
- With one assignment I got info on how to lay it out and was a bit help
- With a literature review I did in 3rd year the lecture asked us to provide drafts regularly which I found great as we got feedback from the lecture from every draft.
- MCQ test was easily explained and we were told when we would get our results and how to access them
- I did get positive feedback as the lecturer took time to call on the phone on personal time to give feedback and encouraging words

## **Mixed Experiences**

- Some lecturers are well able to explain assessments and great for giving feedback, while others are not great at it and change requirements/ contradict them over the course of the semester. Getting students to do projects with companies is great for networking etc. but please be aware that companies are not as willing to participate as you think. Group projects can be a nightmare when certain students don't pull their weight, so this only puts the other team members under more pressure.
- I have not to date received individual feedback only group feedback which I find is OK, but not fulfilling to be able to change any mistakes I am making going forward as I don't know specifically what I need to change
- I only received feedback in first yr and it was not available in second year due to being on placement on the days it was held and then covid from then on. It was exceptionally helpful to receive that personalised feedback in first year. However, group feedback is pointless and useless and to be fair there is no reason why it cannot be provided online.
- Positive it's more like constructive criticism that I just don't see as a negative. I think consistency across all modules is the bigger issue
- Some tutors are better than others.
- Some reports we would receive feedback but very rarely in time to apply that to next weeks report
- Based on my modules in Year 1, I have received marking rubric feedback for a specific part that I have done which makes me know better which part of my weakness that I should improve. besides that, most of the lecturers would like to give feedback in general in class even I did email them personally to get the feedback.

- From some lectures I get clear feedback and understand where I can improve and more lectures their communication is not effective and I leave no wiser
- In first year I got positive feedback from 2 lecturers, since then I haven't even though my grades have been good.
- In my experience we do need a decent level of writing for reports but I feel more work placement modules would benefit the student more. Theory is not absolute it is guidance on how to apply knowledge and without real world application theory is forgotten.
- I generally don't receive feedback, I have to ask for it, I just receive my mark. In all the feedback I have received, the majority of it is what I've done wrong and maybe one thing I have done right.
- 5 minutes of oral 1 to 1 feedback is helpful in seeing where I can improve which is provided by few lecturers. Too many written assignments all due around the same time. Cannot put the proper amount of time into each one to ensure it is the best quality I can hand up. I don't feel essays and written exams showcase the wealth of knowledge students actually have.
- Where I've had rubric items identified... "This is an example of..." so I could learn from that. I find more often than not I am guessing what's expected of me but unsure
- I only received few times feedback on my assessments. Most times I only receive a score for my assessments.
- I enjoy the assignments as assessments as I am not good at 2 hour written exams.
- I am yet to receive an assessment feedback. I am expecting to receive them after midterm for assignments that were submitted just before midterm.
- I have only once received individual feedback in first year, where the lecturer went through my written assignment line by line - giving good feedback not only on content but also structure. No feedback was provided when we were off during covid which was very difficult. I am still unsure how to reference correctly - different for each class
- Some lecturers give very detailed feedback which is useful, other lecturers give little
- Positive feedback included the majority of work that was given back had some amount of written feedback pointing out mistakes etc, often reports are not corrected in time for students to correct errors for the next reports often multiple, in first year time was allocated to students to go through previous assessments, also in previous years there was no staggering of classes which allowed people to ask lecturer's questions regarding work and assignments prior to the lecture