Patsi Davies
Auckland University of Technology NZ

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obtaining time-critical student feedback

ask your students for feedback after each class
wide-eyed stare
Why do that
gobsmacked look
enough paperwork
students probably not interested
PBRF not care about student voice
I use SPEQ
headshaking
you're joking
priority is research
not time
I am the teacher
big workload
‘... surprised... small number of practitioners who systematically gather and use evidence of how learners do or do not benefit from different approaches to teaching.’
why
what
how
use

student feedback
Why
clinical excellence
improve-asap
engage-power
open-vulnerable
model - $
paper-based* (e)

5/60

‘what we do’

quick

how
<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>5</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>How confident do you feel about the poster &amp; oral presentation? (circle)</td>
<td>1</td>
<td>5</td>
<td>very</td>
</tr>
<tr>
<td>How confident do you feel about the group initiative? (the calendar) (circle)</td>
<td>1</td>
<td>5</td>
<td>very</td>
</tr>
<tr>
<td>Could today’s class be improved for you?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Thank you.

I enjoy engagement, know more assessment, Confidence class improved, guest speaker.
engagement
-self (reflect)
-class (observe)

confidence
-assessments

know more (foster)
Improve (reflect)

guest (respect)
“very engaged and makes me want to show up next week”

“playing and learning together gives me a stronger impression of TC which is better than sitting there and reading power points”
Could class be improved for you? If so, what would make the difference?

*group members participation – phone
*one left during the group activity
*finding it hard to work with X

Action
“respecting the learning” agreement-technologies
How could poster & presentation be improved?

* present without cue cards
* be confident in myself
* more research & time

Action
learning strategies: design in-class no notes activity
What did you enjoy today?

*debate was fun-made you think interesting how easy it was to talk once you started

*the enthusiasm & laughter

Action

learning strategies - include debate again
*the way you asked us to introduce first. It removed the stress

*learnt more about class members & presenters’ passion

Action
learning strategies: keep mini introductions
SPEQ

asks
uses
listens

student feedback – want to tell us
encourage
act
collect
reflect
time critical
thank You
ka kite ano