



Communicating to your students that you acknowledge their feedback and have acted upon it where appropriate (USE item 7)

"It is important to acknowledge and respond to students' feedback, but responding does not mean simply fulfilling student requests. Rather, being responsive means considering student input and finding ways to help align student expectations with your teaching and course goals"
([viewed 25th March 2009](#))

If your students highlight this as an area of concern in their Unit of Study Evaluation you might try the following:

- **Incorporate into your unit of study outline** a summary of previous student feedback on the unit and actions taken. For ideas on this, see the [Unit or Study Guidelines](#).
- **Begin the semester by summarising previous student feedback** on the unit and actions taken during the last semester
- **Ask for feedback during the semester and share with students your understanding of such feedback and the actions you will take in response.** Note students' **positive feedback**, and let them know you will continue to do what is working well. Research at Stanford University suggests that simply engaging in mid-semester formative feedback is associated with improved final evaluation of teaching/units by students. [Simple ideas for getting feedback during the semester including the one minute questionnaire](#) are summarised on this document by Tom Angelo and Patricia Cross.
- Identify the **specific changes** you intend to make in response to students' feedback
- Acknowledge any student feedback that you are **not** planning to incorporate into your teaching and explain why