

Top Tips for increasing your SELT response rate

<ol style="list-style-type: none"> 1. Establishing the following in the classroom from the start of the semester <ul style="list-style-type: none"> • Trust Fostering a trusting student-staff relationship • Transparency Explicitly sharing my aims and goals as an educator, my planned efforts in providing support and outlining the limitations that may arise, (providing real-time updates on these during the semester) 2. Outlining my expectations of the students and clarifying how those align with their learning process and support their academic achievement 3. Demonstrating the significance and value of student feedback by providing examples of its implementation in the past and asking for regular feedback throughout the semester and responding to it in real time. This convinces the students that their time spent providing feedback is valued and that their opinion matters. 	<p>Dr Danijela Menicanin, Adelaide Medical School</p>
<p>There is one key tip: explain to the students why you want their input - ie what are you going to do with the feedback? How will their feedback have an impact? I share feedback recommendations broadly with other lecturers in my own and other disciplines and I let students know that.</p> <p>Setting time aside during class time to complete the SELT or explicitly mentioning it as part of a tutorial or worksheet can help, although I have not personally done this.</p>	<p>Dr Cheryl Pope, School of Computer Science</p>
<ol style="list-style-type: none"> 1. Teaching and learning is always a relational experience. Teachers need to be 'reading' the interactions that occur during a teaching session. The students 'are also reading' their teacher before the session begins. They 'read' the look in your eye; your level of interest; the extent to which you want to engage with students on entry, throughout the session, and the farewell at the end; your availability etc. 	<p>Emeritus Professor David Giles</p>

<ol style="list-style-type: none"> 2. For rich and engaged learning, I find students need a meaningful and relevant dialogue, where students can express their own experiences on an idea as this applies to their home country. 3. An important habit I have developed is to complete my preparation for a teaching session the day before it occurs. Invariably, I wake up in the morning with ideas that have found me in the night. 	
<ul style="list-style-type: none"> • Being efficient and well-organized • Keeping the scheduling and the assessment simple and clear • Providing clear marking rubrics, providing comprehensive feedback, and being prompt with feedback • Communicating regularly and helpfully • Always legitimizing student concerns • Be kind • Tell jokes. Bad ones. 	<p>Dr Peter Strelan, School of Psychology</p>
<ol style="list-style-type: none"> 1. Provide five minutes at the end of a teaching activity for the students to participate in the SELT process. Students are less likely to remember to participate in their own time, unless they have opportunity when the reminders come through. 2. Speak to the students about how the SELT data is used by teaching staff – that the SELT process is an opportunity to provide constructive feedback to staff regarding what works well and what could be enhanced within a course. 3. Make sure the staff included on the SELTs for each course is up to date – if the students see names that they don't know, they are less likely to engage or see it as a worthwhile process. 	<p>Dr Andrea Dillon, Adelaide Medical School</p>
<ol style="list-style-type: none"> 1. Ask students directly to complete their SELT 2. Emphasise to students how useful their feedback is to improve the course 3. Be clear how the feedback from previous years has been applied to improve the course 	<p>Dr Clare Hume, School of Public Health</p>
<ol style="list-style-type: none"> 1. Give the SELT comments and responses a presence and value. 2. By making clear what has been changed in response to SELT's and why. I do this on the 	<p>Associate Professor Tania Crotti, Adelaide Medical School</p>

<ul style="list-style-type: none"> • CANVAS page • in my introductory lecture • in my assignment sections. <p>3. Head previous criticisms off at the pass with why changes or done in a particular way.</p>	
<ol style="list-style-type: none"> 1. I remind students several times during studio and tutorials. We explicitly told them: We have dedicated time and effort to provide feedback to you, now it is time to return it to us. We want to know what worked well this semester and what didn't. We want to improve and we need your help to do it. 2. Do not ask students to complete eSELT surveys when they have multiple dues for assignments. The best time is when they are relaxed and not stressed. Better to do it 1/3 from the end of semester. 	<p>Dr Carlos Bartesaghi Koc, School of Architecture & Built Environment</p>
<ol style="list-style-type: none"> 1. SELT results are no accident. You need to imagine positive aspects of your teaching beforehand and work towards the goals. Imagine what you'd like the students to put in their responses beforehand. 2. Being organised and consistent, being on time, enthusiastic, rapid response to queries, and acting on promises. 3. Offering students the opportunity to adapt the learning. i.e. not always sticking to the script, if there is an opportunity for advanced learning and students are in favour of it. 	<p>Professor Dino Pisaniello, School of Public Health</p>
<ol style="list-style-type: none"> 1. I take time in the last class to describe the SELT process and invite students to respond and say that it is something I personally appreciate 2. I stress that the SELT is anonymous and taken very seriously 3. I let students know that we value their feedback very much, and that we actually do adjust the course based on what they say. I tell them that if there is something in the course that they thought was particularly useful, or particularly pointless, to please tell us, so that we can improve the course for the next semester. 	<p>Jessica Scott, School of Engineering</p>

<p>I think that it is important for students to know that you want feedback for genuine reasons; some are cynical that it is all about data for promotions; I also tell them at the outset how I have improved things based on previous SELTs</p>	<p>Professor Deborah Turnbull, School of Psychology</p>
<ol style="list-style-type: none"> 4. Tutors are just as important as lecturers. I would say that the attitude of the tutors towards the students and the content has been crucial in delivering high SELTs. I can tell when talking to the tutors, they're clearly motivated by helping students get the best possible mark that they can. They also have the additional skill of being able to better connect with undergraduate students than me. Sad, but I am too old to be relevant. 5. Make the content relevant. It seems pretty obvious, but we always get comments around how they appreciate the use of actual <u>recent</u> examples. Talking to them about brands that were great five – 10 years ago loses them straight away. I also provide them with tools and frameworks, that helps bring the experiential side to it. 6. I am always looking to improve. Often I discuss what I'm trying to do with the class and then get their feedback. I get the sense that they often like hearing and being involved in these suggested improvements because they get a sense that we're trying to do something that increases the experience of the course. Next year, it is about how to get higher engagement with the strong possibility of remote teaching still being needed. 	<p>Dr Dean Wilkie, Adelaide Business School</p>
<ol style="list-style-type: none"> 1. Remind students that all feedback helps the course for future cohorts and publish dates on your MyUni course; 2. Remind students it helps me to improve my teaching and that of other staff in their program (personalise it); 3. Reinforce that it gives students an opportunity to reflect on what worked well and what didn't work so well for them – appeal to their beneficence (they chose UoA and want to know their choice was a really good one – we need to reinforce that). 	<p>Associate Professor Lynne Giles, School of Public Health</p>