

**Title:**

The student experience of providing feedback: Do universities listen and act?

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**Abstract:** (Your abstract must use 10pt Arial font and must not be longer than this box) Abstract must be no longer than 250 words.

Online student evaluation systems are an opportunity for student engagement and learning improvement. However, there is widespread scepticism about the quality, validity, reliability and application potential of student evaluation data. Surveys are often limited by low response rates. Educators tend not to trust them and students describe the activity of filling in multiple surveys as futile. Students often comment that survey data goes into a “big black hole.” Students seldom see evidence of universities using the data to improve learning and teaching. Student feedback processes have largely become academic performance review instruments rather than evaluation and change catalysts. However, there are universities successfully using student evaluation to measure student course engagement and learning development, and then involving students in improving the overall student experience. The presentation features comparative case study research through an Australian Office for Learning and Teaching Seed Grant Project whereby innovative practices in informing learning and teaching through evaluation and surveys have been collected and analysed from seven Australian universities. Research methodology included interviews with students, educators and administrators. The project pursued the questions: How can we measure student engagement and learning success using student evaluation processes? And how can students contribute to on-going improvement in university learning and teaching? The presentation will feature responses to these questions based on innovations at Australian Catholic University, Bond University, Central Queensland University, Charles Sturt University, Curtin University, University of Tasmania and University of Western Australia.

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