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# Continuous Module Dialogue

*Dr Fergus Green, Lecturer in Political Theory & Public Policy, shares ways to gather useful feedback on your teaching and move away from relying on module evaluations.*

June 2023

UCL has introduced Continuous Module Dialogue as a replacement for Student Evaluation Questionnaires, which were a poor measure of teaching, arrived too late to be useful for the responding cohort, and often elicited discriminatory responses. But teaching staff did use them to gather feedback and provide evidence of their teaching, so how can we do that now?

Well, Continuous Module Dialogue itself can provide a steady stream of insights into how students are finding your module, allowing you to adaptively respond throughout the term, and explain to your students how and why you've responded to their feedback.

But there are other ways to gather feedback. I'll mention three. First, there is peer observation, where you ask a colleague to observe and provide feedback on any aspect of your teaching. Second, you can ask for comments from second markers and external examiners – have a focussed conversation with them. Third, for a more considered student perspective, the Arena Centre can provide trained Student Quality Reviewers. They will have a close look at the areas on which you want feedback and have a conversation with you about what's going well and how to improve.

For each of these modes of feedback, you not only get useful feedback to improve your teaching, but also evidence of the quality of your teaching, which you can use for that all-important promotion or fellowship application. 