

Quality Assurance Framework for Education (QAFE)

Education quality reference guides



The Rectorate
Vice-Rector for Academic Affairs

Course feedback questionnaire

Student feedback – course level

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This document is subject to regular review. To make suggestions for improvement or to share feedback, please contact the University's Education Quality Office at ego@uni.lu.

Access for staff: [University Intranet](#) and [Teacher's Corner](#) in Moodle.

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About this reference guide

The purpose of the present reference guide is to describe the Course feedback questionnaire that the University uses to collect feedback from students at course level. Readers will find in the document information on the management of Course feedback, the conceptualization and design of the questionnaire, reporting, and some of the most frequently asked questions (FAQ) about this feedback instrument.

The guide is available in the documentation repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet](#) and it is equally accessible on the [Teacher's Corner](#) in Moodle.

To learn more about the University's approach to student feedback, please also refer to the following documents also accessible on the intranet and the Teacher's Corner:

- *Student and graduate feedback*. For an overview of the different dimensions and channels currently in place at the University of Luxembourg to solicit feedback from current and former students.
- *Feedback at course level. Framework and application*. For information on the framework for course feedback, guiding principles and instruments that the University uses to collect feedback from students at course level.

For further questions or suggestions, please contact the University's Education Quality Office at ego@uni.lu.

Overview

The Course feedback questionnaire (formerly named *Course evaluation*) was first implemented at the University in the academic year 2009/2010, upon the initiative of the Vice-rector for Academic Affairs at the time and under the responsibility of a cross-Faculty Course Evaluation Group. After its centralisation in 2012 and the switch to a commercial platform for data collection, the unified questionnaire was abandoned in 2013 over concerns with confidentiality, the risk of data abuse and data security. Subsequently, alternative questionnaires were developed in parallel at the Faculty of Humanities, Education and Social Sciences (FHSE) and at the Faculty of Sciences, Technology and Medicine (FSTM).

In 2019, an Advisory board and a Steering group for Course feedback were created to collectively supervise and take all decisions regarding student feedback on courses. Several key decisions have been taken thus far, which are delineated directly below:

- Since summer semester 2019-2020, the University uses for the three Faculties a single data collection platform (OASYS, version 2.0), which is developed and supported by the Luxembourg Centre for Educational Testing (LUCET).
- From the winter semester 2021-2022 onwards, a new common questionnaire is implemented for the first time for the whole University, replacing the different versions previously in place. This common questionnaire allows for a common understanding about teaching and learning among our bachelor and master study programmes at the University.

The primary purposes of the Course feedback questionnaire are:

- to contribute to the development and maintenance of high-quality learning experiences for all students;
- to establish an easily accessible and regularly occurring space for constructive feedback;
- to provide students with an opportunity to reflect on their learning progress, their study experiences and raise concerns when necessary; and
- to give instructors the possibility to better understand what works and what does not in their course(s).

Management and organizational issues

The organisation and management of the Course feedback questionnaire (framework and implementation) is a competence of the Steering group and the Advisory board for Course feedback. Both groups are responsible for jointly deciding structural follow-up measures as part of University's system for quality assurance in teaching and learning.

- The **Steering group** is constituted by the University's Education Quality Office (EQO) and supported by the Luxembourg Centre for Educational Testing (LUCET) team. The Steering group reports to the Advisory board.
- The **Advisory board** is constituted by the [Vice-Rectorate for Academic affairs \(VRA\)](#) and representatives of the Dean's Office of the three faculties.
- **Students** are regularly informed and updated about the status of the Course feedback questionnaire through the [Student Delegation](#) and the Advisory Board which meets twice a year.

All Course feedback questionnaires are delivered and collected through the online assessment system OASYS (version 2.0), which is developed by the Luxembourg Centre for Educational Testing (LUCET), with special support from the IT department of the University ([SIU](#)) in setting up and maintaining interfaces with central databases when and where necessary.

The platform has been primarily designed as an online assessment system and has been continuously enhanced and improved following a Human-Computer-Interaction (HCI) approach. It is browser neutral, mobile device friendly and designed to maximize voluntary participation.

The implementation of the questionnaire on the online platform (OASYS) and its overall maintenance is the responsibility of the Steering group and concerns the following:

- design, development, provisioning, and maintenance of the OASYS application and resulting database;
- data management, quality control, data preparation;
- secure data storage, handling, and the protection of user anonymity; and
- user support.

Feedback data collected through OASYS are pseudo-anonymised and stored securely on dedicated in-house LUCET servers. The OASYS platform exists and operates separately from other University platforms and databases. Consequently, no automatic link can be made between individual participants or instructors. This separation is central to our approach to confidentiality.

Conceptualization and design

The conceptualisation and design of the Course feedback questionnaire is the responsibility of a University-wide Course feedback working group. This working group consists of representatives of the academic staff from the three faculties, bachelor and master students, and members of the Steering group. The working group reports to the Advisory Board and is particularly responsible for:

- The approach and design of the questionnaire;
- The translation of the items of the questionnaire in the official languages of the University (i.e., EN, FR, DE);
- The testing of the items included in the questionnaire by means of usability tests conducted by the University's [UserLab](#).

The Course feedback questionnaire consists of twenty-four (24) questions, plus two (2) background questions about demographic information.

The questionnaire is available in English, French and German. The list of items of the new questionnaire in English are listed below in Table 1. The items of the questionnaire in French and German can be found in Annex 1.

Table 1. Items for Course feedback questionnaire (new version, since winter semester 2021)

Dimensions	N°	Question	Response option
Control	Demographic	Please, enter your age.	Please, enter your age in numbers (open-text)
Control	Demographic	Please, identify your gender.	Male, Female, Prefer not to say, Other (open-text)
learning	Q1	I have understood the content of this course.	7-point scale
learning	Q2	I have learned something, which I consider valuable for my studies.	7-point scale
learning	Q3	I have found this course intellectually stimulating.	7-point scale
organization	Q4	I was given enough information (course syllabus/ course programme) about what I would learn in this course.	7-point scale
organization	Q5	The teaching was aligned with the information provided on this course.	N/A + 7-point scale
organization	Q6	Course materials (e.g., readings, videos, slides) were well prepared.	7-point scale
organization	Q7	It was made clear to me how this course relates to my study programme.	7-point scale
interaction	Q8	Participation in class (discussion, asking questions, expressing ideas, etc.) was encouraged.	7-point scale
interaction	Q9	I felt at ease to ask whenever I had questions.	7-point scale
interaction	Q10	I felt supported to express my own ideas.	7-point scale
individual rapport	Q11	My instructor's availability to answer my questions, before and after class, has met my needs.	7-point scale
assignments	Q12	Coursework outside of class (e.g., readings, assignments, homework) supported my learning in this course.	7-point scale + I did not have assignments in this course.
feedback/ assessment	Q13	Feedback from my instructor on my coursework was helpful.	N/A + 7-point scale
open-text	Q14	What about language in this course? Please, share your experience.	(open-text)
student and course characteristics	Q15	Course difficulty, relative to other courses this semester, was:	Very easy, Easy, Average, Difficult, Very Difficult

student and course characteristics	Q16	Course pace, relative to other courses this semester, was:	Too slow, Slow, About right, Fast, Too fast
student and course characteristics	Q17	The time you invested in this course, relative to other courses this semester, was:	Very light, Light, Average, Heavy, Very heavy
student and course characteristics	Q18	Level of interest in the subject before this course was:	Very low, Low, Medium, High, Very high, N/A
student and course characteristics	Q19	Level of interest in the subject after this course is:	Very low, Low, Medium, High, Very high, N/A
student and course characteristics	Q20	How well do you expect to do in this course?	Please, insert a number between 0 and 20, keeping in mind that 10+ is passing
student and course characteristics	Q21	How did you participate in this course? Did you participate in-person, online, or hybrid (a mix of both)?	In-person, Online, Hybrid (a mix of both)
overall	Q22	Overall, the teaching was effective for my learning.	7-point scale
overall	Q23	I would recommend this course to future students. Why?	7-point scale + Why? (open-text)
open-text	Q24	Please use this field to share any additional comments or feedback about this course.	(open-text)

The response options offered in the questionnaire are as follows:

- 7-point Likert scale
- 1 (completely disagree) 2 3 4 (neutral) 5 6 7 (completely agree)
- 7-point Likert scale + non applicable option (N/A)
- Open-text answer
- Other rating scales (from very easy to very difficult; from too slow to too fast; from very low to very high).

All questions in the questionnaire address and correspond to a specific dimension. The questionnaire covers eight (8) dimensions in total. These dimensions are partly based on the dimensions included in the previous version(s) of the questionnaire, and on the Students Evaluations of Educational Quality (SEEQ) dimensions (Marsh, 1982), one of the best researched student feedback instruments. The list of dimensions covered by the new questionnaire are the following ones:

1. Learning
2. Organization
3. Interaction
4. Individual rapport
5. Assignments
6. Feedback/ assessment
7. Student and course characteristics
8. Overall

Reporting

All the information collected through the Course feedback questionnaire is governed by high standards of data protection, anonymity, and confidentiality.

The legal basis for processing all personal data collected from participation in Course feedback is stated in article 6.1 e) of the [EU Regulation 2016/679](#) (General Data Protection Regulation) (hereinafter "GDPR"): "processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller". The public interest is represented by one of the missions of the University as stated in the modified [Law of the University of Luxembourg 27 June 2018](#) article 3(2) item 3: "*veiller à la qualité de l'enseignement supérieur et de la recherche et à mettre en place un système d'assurance de la qualité*".

The analysis and production of reports is the responsibility of the Steering group for Course feedback. The reports for the summer semester 2019 onwards are available on the [reporting platform](https://feedback.uni.lu/cfReports/) (<https://feedback.uni.lu/cfReports/>). For older reports, between summer semester 2015 and winter semester 2018, please contact the Quality officer of your Faculty.

Feedback collected is used by teaching staff, study programme management and Dean's Offices as a source of information for the development of courses and the curriculum. Course feedback results are not to be used for the purpose of performance assessment with impact on staff remuneration and promotion.

Starting summer semester 2021, in cases where participation is low, the results are still reported and a disclaimer is included to acknowledge this and caution interpretation.

The table below (Table 2) details the levels of aggregation, the categories of personnel with restricted-use access to the resulting data (recipient), and the types of report generated.

Table 2. Reporting

Level	Recipient	Type of report
Course level	Teaching staff – In case of multiple teachers, all staff contributing to a given component of the course (CPE – <i>composante pédagogique</i> , e.g., lecture, seminar, tutorial, etc.) receive the same report.	Course report: it includes all feedback for the course by course component (CPE).
Programme level	Study Programme Director and Adjunct Programme Director (if applicable) and Faculty Quality Officers.	Programme report: it includes all feedback for all courses of the given study programme.
Track level	Track director (if applicable)	Track report: it includes all feedback for all courses of the given track (<i>filière</i>).
Faculty level	Deans, Vice-deans and Faculty Quality Officers	Faculty report: it provides summary information for all study programmes of the respective faculty. Specific information on courses, including open text comments from students, are excluded.
University level	Rector and Vice-rectors	Faculty reports (FDEF, FSTM, FHSE).

Teaching staff are encouraged to share, in their preferred way, the main outcomes of Course feedback and, where appropriate, to explain to their students how courses have been updated as a result of the feedback received from the course(s).

In addition, students are encouraged to openly ask instructors about the results and to discuss any changes or modifications to be implemented. Open discussion promotes transparency and encourages students to take an active role in the process.

A new functionality is foreseen that will allow instructors to share Course feedback results directly with their students through the reporting platform.

Course feedback reports are made available online the day after the *jury d'examen* of each respective study programme, based on the jury date(s) entered in ACME. No results are shared until all exam grades have been submitted and approved by each programme's *jury d'examen*. If instructors log in to the platform before the jury date, the platform will list upcoming reports with expected release dates.

Frequently asked questions

In this section, readers will find the most recurrent questions and answers about the Course feedback questionnaire. Some questions are more relevant for teachers, others for students, but all of them are a source of information about this feedback instrument.

Q1. When does the Course feedback questionnaire take place?

Course feedback is primarily collected at the end of every semester during a period of four (4) weeks before the exam period.

Course feedback may occur before the end of the semester as an exception for courses with particular characteristics. For more information on this topic, please refer to *Q8. Is it possible to open the Course feedback questionnaire for a specific course earlier?*

Q2. How is information about the Course feedback questionnaire communicated?

A communication campaign supported by the Communication Department of the University is launched every semester to inform students and teaching staff about the participation dates and how to access the questionnaire. Information is circulated via several communication channels: email, Moodle, UL webpage, faculty newsletters, and social media (Facebook and Instagram).

Q3. Who can participate?

The Course feedback questionnaire is an essential assessment component of all courses offered at the University of Luxembourg (i.e., bachelor and master programmes, Language Centre courses and Competence Centre), excepting courses in doctoral study programmes.

Doctoral candidates can provide feedback about their courses (transferable skills, disciplinary and interdisciplinary trainings) through specific forms, organized by the respective Doctoral schools.

To avoid repeat-/multiple-feedbacks from the same student about the same course, students enrolled as "exam-only" in a course, are not invited to participate in the Course feedback questionnaire.

Guest students (*auditeurs libres*) are allowed to participate in the Course feedback questionnaire as long as they have a university email account (@student.uni.lu).

Q4. Do external teachers (*vacataires*) have access to the results?

Yes. External teachers (*vacataires*) have access to the reports just like other teachers. The [reporting platform](#) is accessible from outside the university using current, valid, university credentials.

Q5. Is student participation mandatory?

No. The University endorses the principle of voluntary feedback. Students' participation in Course feedback is voluntary.

Q6. May students leave a question unanswered?

Yes. Just as participation is voluntary, responding to each and every question is also optional. Nevertheless, we appreciate and welcome all your feedback.

Q7. Which courses participate in the Course feedback questionnaire?

By default, all courses offered at the University of Luxembourg in the respective semester have the possibility to participate in the Course feedback questionnaire. Doctoral studies and other courses not considered as such (e.g. Moot Courts, bachelor's and master's theses, internships, etc.) are excluded.

Q8. Is it possible to open the Course feedback questionnaire for a specific course earlier?

Yes. The system supports different, off-schedule, timelines. For courses that end before the end of the semester, e.g., block seminars, the questionnaire can be made available earlier upon request. Please, send your requests to course.feedback@uni.lu for further assistance as soon as possible.

Q9. Is it possible to leave the Course feedback questionnaire open for a longer period of time?

No. Unfortunately, for practical reasons, an extension of the Course feedback period is not possible. This would delay the publication of the results for the rest of the courses within the same programme.

Q10. When are Course feedback reports made available?

Course feedback reports are made available online the day after the *jury d'examen* of each respective study programme, based on the jury date(s) entered in ACME. No results are shared until all exam grades have been submitted and approved by each programme's *jury d'examen*.

If instructors log in to the platform before the jury date, the platform will list upcoming reports with expected release dates. In case no jury date has been entered in ACME, the release date is scheduled for the day after the deadline for *jury d'examen*, according to the academic calendar.

Annex 1

Course feedback questionnaire – list of items in English, French and German.

N°	EN version (questions)	FR version (questions)	GE version (Fragen)
	Please, enter your age.	Veillez saisir votre âge.	Bitte, geben Sie Ihr Alter an.
	Please, identify your gender.	Vous êtes ?	Sind Sie?
Q1	I have understood the content of this course.	J'ai compris le contenu de ce cours.	Ich habe die Inhalte dieser Lehrveranstaltung verstanden.
Q2	I have learned something, which I consider valuable for my studies.	J'ai appris des choses que je considère comme utiles pour mes études.	Ich habe etwas gelernt, das mein Studium bereichert.
Q3	I have found this course intellectually stimulating.	J'ai trouvé ce cours stimulant intellectuellement.	Ich habe diese Lehrveranstaltung als intellektuell anregend empfunden.
Q4	I was given enough information (course syllabus/ course programme) about what I would learn in this course.	J'ai reçu suffisamment d'informations sur ce que j'allais apprendre dans ce cours (syllabus/programme/descriptif).	Ich wurde ausreichend über die Lernziele (Lehrplan/ Kursinhalte) dieser Lehrveranstaltung informiert.
Q5	The teaching was aligned with the information provided on this course.	Le contenu du cours était aligné avec les informations reçues.	Die unterrichteten Lehrinhalte stimmten mit den Informationen zur Veranstaltung überein.
Q6	Course materials (e.g., readings, videos, slides) were well prepared.	Les supports de cours (par exemple les lectures, vidéos, présentations) étaient bien préparés.	Die zur Verfügung gestellten Kursmaterialien (z. B. Literatur, Videos, Folien) waren gut vorbereitet.
Q7	It was made clear to me how this course relates to my study programme.	J'ai été clairement informé(e) du lien entre ce cours et ma formation.	Es wurde mir klar aufgezeigt, wie diese Lehrveranstaltung mit meinem Studiengang zusammenhängt.
Q8	Participation in class (discussion, asking questions, expressing ideas, etc.) was encouraged.	La participation en classe (discussion, questions, exprimer des idées, etc.) était encouragée.	Die aktive Teilnahme am Unterricht (Diskussion, Rückfragen stellen, Ideen ausdrücken) wurde gefördert.
Q9	I felt at ease to ask whenever I had questions.	Je me suis senti(e) à l'aise pour poser mes questions, quelles qu'elles soient.	Ich hatte das Gefühl, bei Bedarf jederzeit Fragen stellen zu können.
Q10	I felt supported to express my own ideas.	Je me suis senti(e) encouragé(e) à exprimer mes propres idées.	Ich wurde darin bestärkt meine eigenen Ideen zu äußern.
Q11	My instructor's availability to answer my questions, before and after class, has met my needs.	La disponibilité de mon enseignant(e) à fournir une réponse à mes questions, avant et après le cours, a répondu à mes besoins.	Meine Dozentin/mein Dozent war auch vor und nach dem Unterricht erreichbar, um meine Fragen zu beantworten.
Q12	Coursework outside of class (e.g., readings, assignments, homework) supported my learning in this course.	Les travaux à réaliser en dehors de la classe (par exemple, les lectures, devoirs et autres tâches) m'ont aidé dans mon apprentissage du cours.	Die Hausaufgaben zur Vor- und Nachbereitung der Sitzungen (inkl. Lektüre, Hausaufgaben, Ausarbeitungen, usw.) haben mir in dieser Lehrveranstaltung dabei geholfen, Lernfortschritte zu erzielen.
Q13	Feedback from my instructor on my coursework was helpful.	Le feedback de mon enseignant(e) sur mes travaux m'ont été utiles.	Das Feedback meiner Dozentin/meines Dozenten zu meiner Arbeit in dieser Lehrveranstaltung war hilfreich.
Q14	What about language in this course? Please, share your experience.	En ce qui concerne la langue dans ce cours, merci de partager votre expérience.	Wie war Ihre Erfahrung mit (der) Sprache in dieser Lehrveranstaltung?

Q15	Course difficulty, relative to other courses this semester, was:	Si je compare la difficulté de ce cours par rapport à d'autres cours de ce semestre, je dirais que ce cours était :	Der Schwierigkeitsgrad der Lehrveranstaltung war im Vergleich zu anderen Lehrveranstaltungen in diesem Semester:
Q16	Course pace, relative to other courses this semester, was:	Si je compare le rythme de ce cours par rapport à d'autres cours de ce semestre, je dirais que ce cours était :	Das Tempo der Lehrveranstaltung war im Vergleich zu anderen Lehrveranstaltungen in diesem Semester:
Q17	The time you invested in this course, relative to other courses this semester, was:	Si je compare le temps que j'ai consacré à ce cours par rapport à d'autres cours de ce semestre, je dirais que ce cours était :	Der Zeitaufwand für die Lehrveranstaltung war im Vergleich zu anderen Lehrveranstaltungen in diesem Semester:
Q18	Level of interest in the subject before this course was:	Avant ce cours, mon intérêt pour cette matière était :	Wie groß war Ihr Interesse an diesem Thema vor Beginn der Lehrveranstaltung?
Q19	Level of interest in the subject after this course is:	Après ce cours, mon intérêt pour cette matière est :	Wie groß ist Ihr Interesse an diesem Thema nach der Lehrveranstaltung?
Q20	How well do you expect to do in this course?	Quelle note pensez-vous obtenir à ce cours ?	Wie erwarten Sie in dieser Lehrveranstaltung abzuschneiden?
Q21	How did you participate in this course? Did you participate in-person, online, or hybrid (a mix of both)?	Comment avez-vous participé à ce cours ? En présentiel, à distance ou de manière combinée (un mélange des deux) ?	Wie haben Sie an dieser Lehrveranstaltung teilgenommen? Haben Sie ausschließlich vor Ort teilgenommen, ausschließlich online, oder sowohl vor Ort als auch online (hybrid)?
Q22	Overall, the teaching was effective for my learning.	Dans l'ensemble, l'enseignement a été efficace pour mon apprentissage.	Insgesamt war der Unterricht für mich zum Lernen effektiv.
Q23	I would recommend this course to future students. Why?	Je recommanderais ce cours aux futur(e)s étudiant(e)s. Pourquoi ?	Ich würde diese Lehrveranstaltung anderen Studierenden empfehlen. Warum?
Q24	Please use this field to share any additional comments or feedback about this course.	Merci d'utiliser ce champ pour faire part d'autres commentaires ou feedback sur ce cours.	Bitte benutzen Sie dieses Feld, um zusätzliche Kommentare oder Feedback zu dieser Lehrveranstaltung zu teilen

References

The following sources were consulted in the preparation of this reference guide. They can be used for complementary guidance on the topic of Course feedback. Many additional resources exist and the inclusion of the sources below makes no claim that they are preferable over others.

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