**Literature Review**

**Brief History**

In ancient history of the universities the lecturers and professors were never concerned on the students’ feedback. They delivered the course in the way that they found most effective. Continuous lecturing led to improvement of the lecture deliverance and made the lectures more effective.

In United Kingdom, since 2005, final-year students have been asked to rate the quality of their academic experience through the National Student Survey (NSS). The NSS is proving to be an effective tool in the sector’s greater accountability to higher fee-paying students and it provides a tangible assessment of the overall relative performance of universities from the student perspective as evidenced in the ubiquitous league tables. More recently the results have formed part of the Key Information Sets (KIS) which give prospective applicants comparable data about the teaching and learning quality at respective institutions, aiding an informed decision about where to study. The importance of KIS and NSS in attracting students has encouraged the sector to take student surveys and evaluation methods very seriously. Many universities have launched Module Evaluation Questionnaires (MEQ). These questionnaires give students the opportunity to comment anonymously on the various aspects of their modules, and allow universities to rapidly collect data on the level of student satisfaction with their specific learning experiences. The experience at the University of Surrey, where they are pursuing a number of initiatives to improve the student experience, illustrates the sense of direction in the sector as a whole. This explores best practice around student evaluation and is a welcome exploration of the challenges faced by many institutions in finding a robust system that will encourage a greater response rate, gather the information efficiently, analyse and disseminate the data to the right people, and use the findings effectively to have an impact on the quality of courses. It finds that the major barrier to student evaluation surveys is the perception of teaching staff that they will have a detrimental impact on performance appraisals.

The success of the University of Surrey’s is due in large part to the active cooperation of colleagues in getting their students to respond in

large numbers and so demonstrates the importance of staff support for these questionnaires. Relationships built on trust are vital in any customer-focused operation and universities must also fully appreciate the relationship with their staff if we are to really ‘close the loop’ on student evaluation.

A while back the Maseno University introduced class representatives personnels. The main role of the class representatives is to act as an intermediary in communication between the students and the lecture. So the current communication between the students and the lecturers in the department is during lectures(which is limited time for discussions) and also no room for feedback. The other communication through the class representatives. The introduction of class representatives was a great and effective move.

**Benefits of**

Overall there are three core objectives for universities in gathering student course evaluation data:

1. **To improve the quality of teaching:** feeding back results to individual lecturers either as part of their own reflective practice or more formal performance management is therefore an important part of ‘closing the loop’.
2. **To improve the student experience:** the data is used in an effective way to inform improvements and feedback to teachers. The second part of the circle is feeding back to the students, the lecturers just need to find an institutional approach to get consistency here
3. **To provide information for university decision-makers:** the final objective for collecting evaluation data is to provide information to university decision-makers to affect change across the institution. This raises an important question; is the data seen and acted upon by the right people at the right time?

Institutions may previously have used student evaluation either as an institutional quality assurance tool or kept it within schools to improve teaching, but now seem to be taking a more holistic approach. Universities which previously allowed schools or faculties to do their own thing are now introducing standard mechanisms to allow for comparison

at an institutional level, whilst universities which had taken an institutional view are now giving more control to teachers. Professor Richard Reece, Associate Vice-President for Teaching, Learning and Students at the University of Manchester, said: “We have changed the focus of student feedback from an institutional level – ensuring institutional quality - to one that is really focused on improving teaching quality.” This is a view echoed by Madame Sylvie David, Head of the Observatory of Student Life at the University of Aix-Marseille: “Evaluation is not used as an absolute ‘control’,

rather it is used as a tool to improve the quality of education and student learning. A secondary objective is to ensure that the results obtained promote a dialogue within schools and with students.”

**Similar Work**

Most of the institutions have an online feedback system that is composed of a questionnaire that a student has fill in before the end of each semester. Others are filled ten weeks into the semester and are used to improve on the lecturer-delivery. Some of the universities that have online students’ feedback systems are Sastra University, University of York, University of Kupio, University of Kupio, University of Newcastle, National University of Singapore, Vanderbilt University, among others.

**The gap**

The available online systems are only focused on the general questions about the overall course delivery throughout the semester. The student is then supposed to rate the course delivery efficiency based on all the lessons of the whole semester, which may be hard to determine because some lessons maybe effective than others based on the student’s understanding and concentration.

Despite the time and effort put into recording students' experiences and opinions, feedback is rarely useful. Response rates are low, unless it is made compulsory, in which case a second problem arises, namely that students are asked to comment on a course they barely attended.

A lecturer we talked to during our study gave us this scenario “I recently taught a large first-year course that doesn't count towards students' final marks. Attendance was habitually awful. It's hard to take feedback seriously from students who simply weren't there, especially comments like this "I found myself discouraged to attend as lectures were quite uninteresting. Powerpoint made it quite dull. They could use Prezi instead."

This student assumes that it's up to me to tempt her to class by making classes entertaining (this is certainly not my interpretation of my role)”. While good teaching brings the subject to life, what is interesting is highly subjective.

Many of my students enjoy salacious content and would love to have more, but a degree course must be more than a collection of standup routines.

The introduction of class representatives in Maseno University was a great and effective move but it has its limitations too which include a situation which is he/she is not available can be critical, also the message may not reach each and every member of the class in time.

The online feedback system therefore has a number of possible improvements that can be done to it. These include:

* The feedback can be done weekly so that a lecturer can improve on later lessons within the semester.
* The students can rate the lecture deliverance in that week and the lecturer is able to see the majority understanding of his class.
* The feedback can be optional so that only willing students or rather serious and active students can fill the questionnaire hence honest opinions.
* The system can be expanded to include other components such as question forums, assignments and student-lecturer communication.

We concluded that the above improvements can help the institutions in getting better at ‘closing the loop’, feeding back and acting on the results of student course evaluation.