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Innovations in Digital Student Communities

Miro Board as a Method of Collecting Feedback

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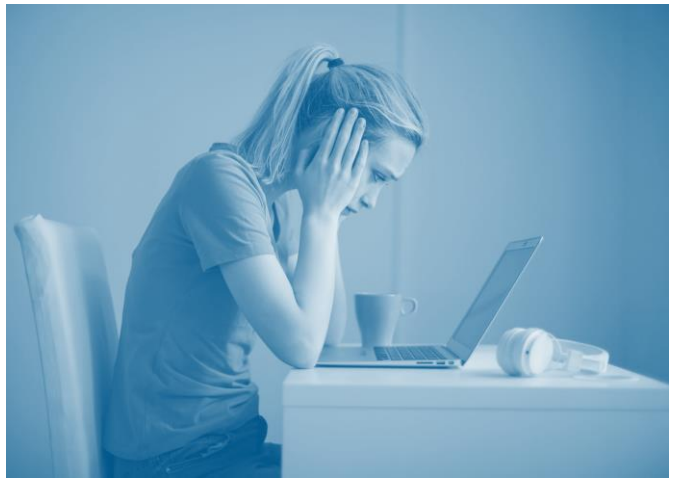

What was the issue?

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Low student engagement due to COVID-19 lockdown

- Students and staff had to work in partnership to build digital communities.
- Communication with course representatives needed to be improved.
- The level of engagement with the student partnership agenda needed to be increased.
- An interactive platform to gather students' feedback on experiences with remote learning to inform enhancements was desired.

How was it solved?

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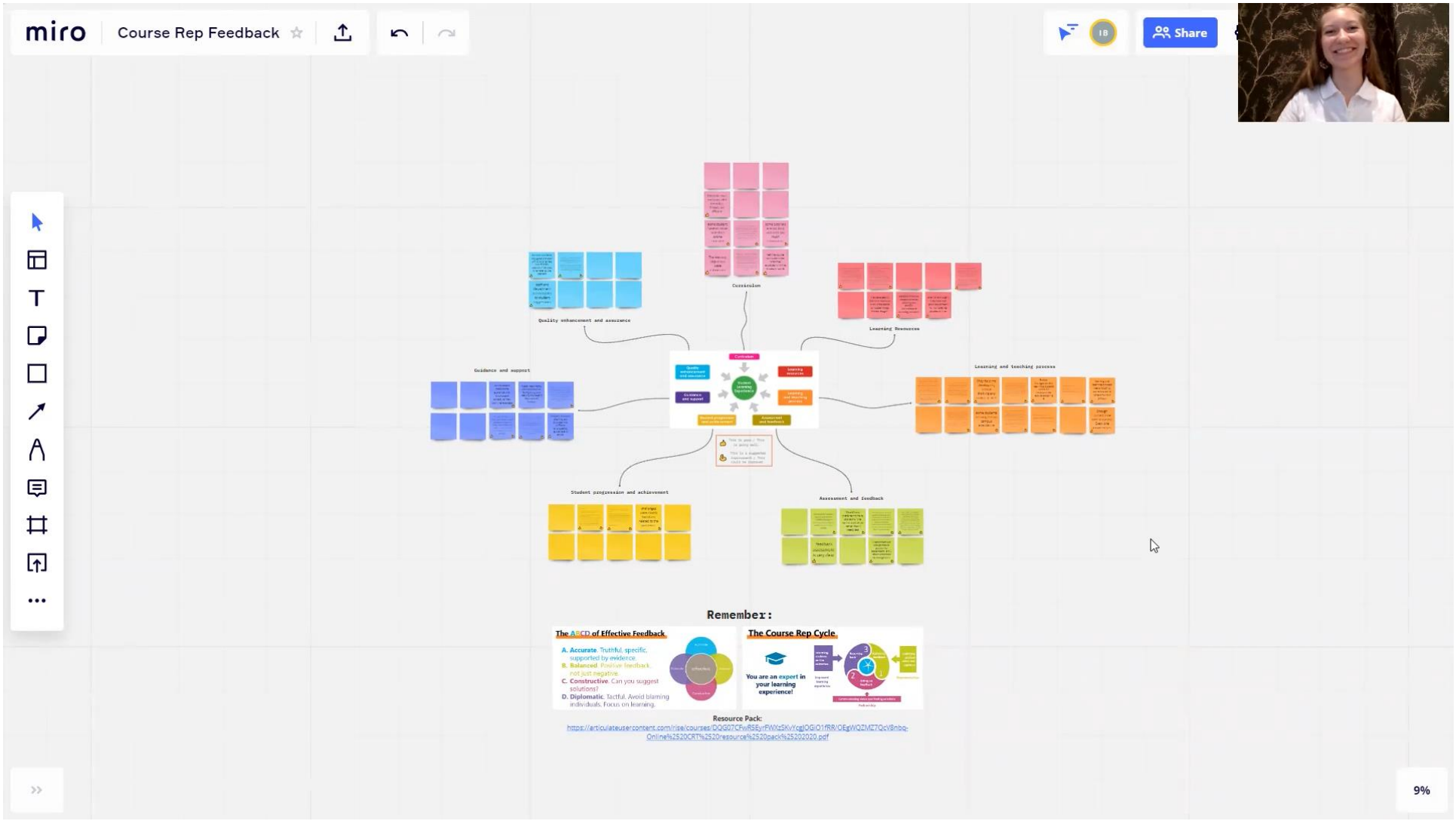
Miro was used to collect feedback from student representatives

- Miro, an online whiteboard for real-time and asynchronous co-creation was used to facilitate discussion and collection of feedback from 60 class representatives.

- The Student Learning Experience diagram was utilised as a base.

- 6 factors were considered: time required and time available, likely response rate, representation, language, accessibility, and usefulness of data.



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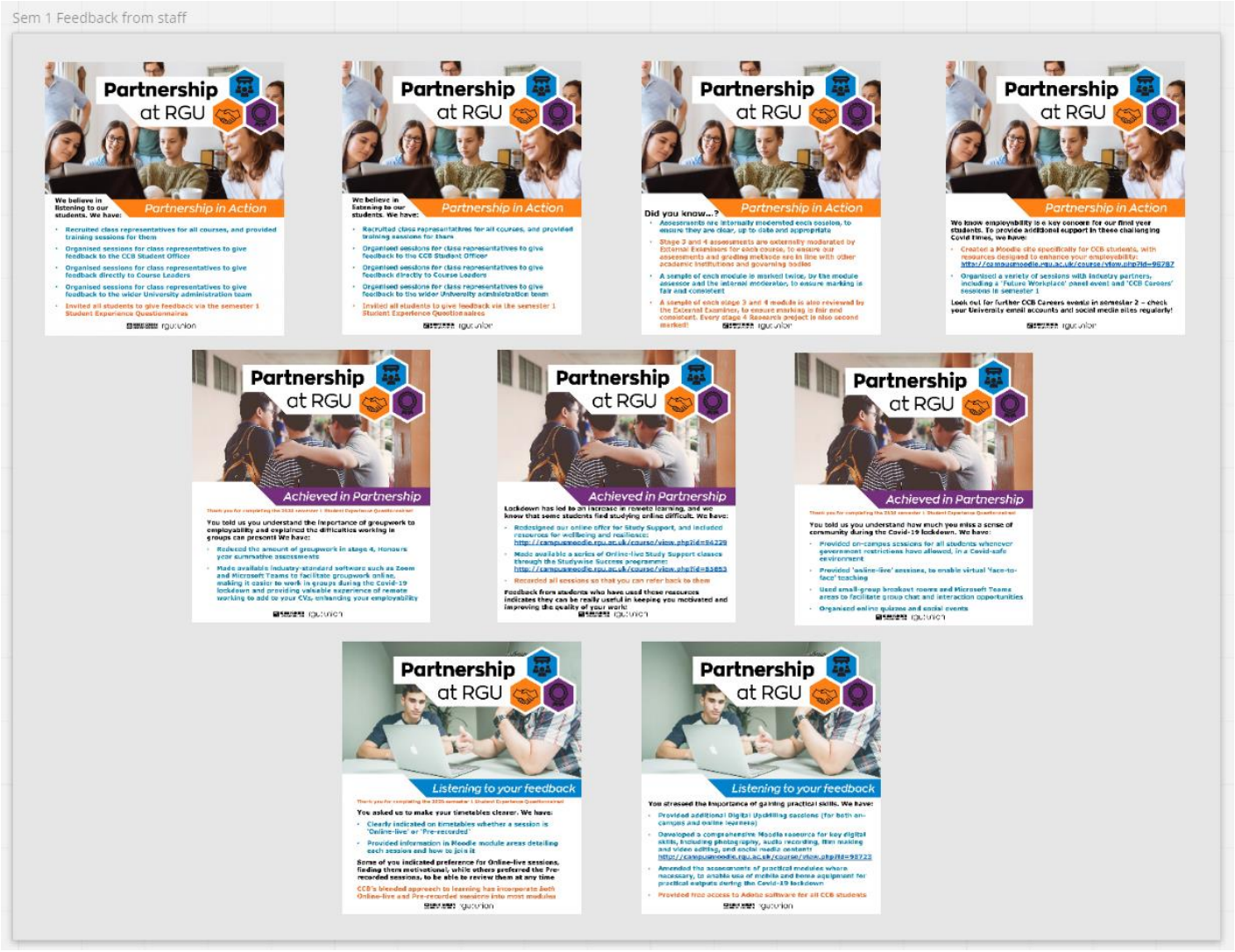
- 92 individual digital post-it notes were added throughout the academic session.

- Feedback was passed on to the Academic Strategic Lead, Course Leaders and Heads of Year to take action and ‘close the feedback loop’.



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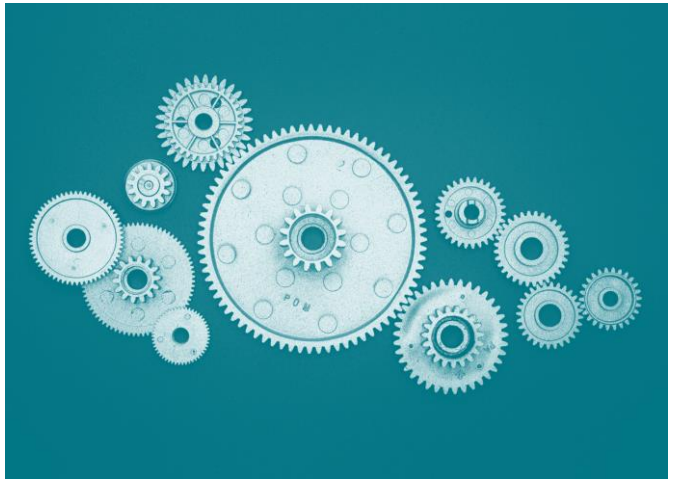
What comes next?



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The adoption of Miro across the university

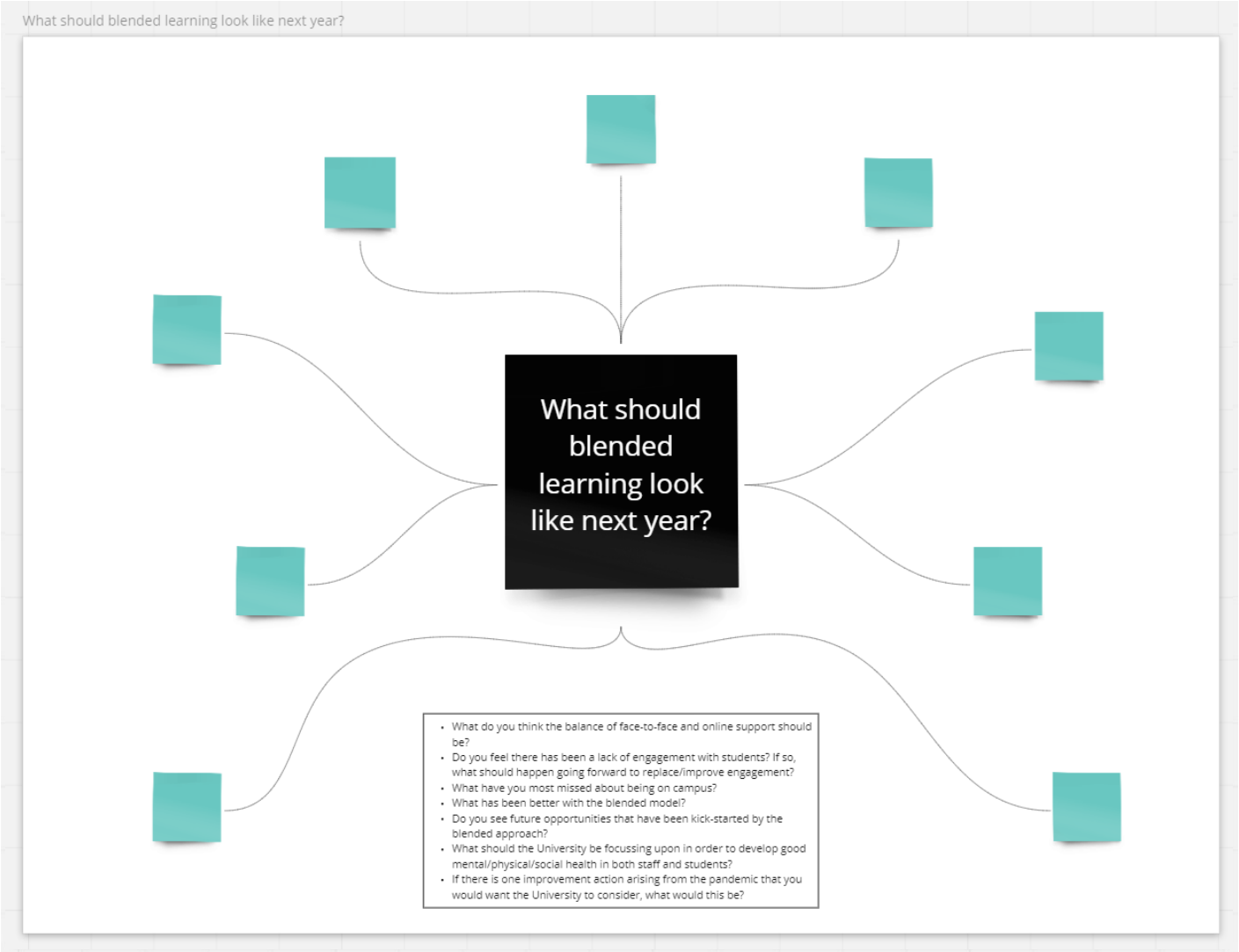
- Fellow students, academic staff, the Students' Union and the Department for the Enhancement of Learning, Teaching and Access (DELTA) commended the innovation and considered its use.

- The School of Creative and Cultural Business agreed to continue using Miro in the future.

- Other Schools got in touch to learn how they could use Miro board as a method of collecting feedback too.

- Reps started using Miro for coursework demonstrating the board is effective, versatile, and easy to use even beyond its initial purpose.

- Pedagogical approaches for the following academic session will be informed by students' feedback on what blended learning should look like next term.



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Thank you!

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