
Receiving Student Feedback: Professors Shared Experiences



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The purpose of this transcendental phenomenological study was to describe the experience of using student feedback for professors at higher-education accredited institutions in the United States of America. The essential question of this research was what are the factors of professors using student feedback? This research found that professors use student feedback if the feedback is found to be valid. The ten professors of this study represented a combined teaching tenure of over 200 years of experience who expressed their lived experiences through the collection of three methods: feedback reflection survey, individual interviews, and a letter writing prompt. The use of Moustakas' data analysis procedures aided in the discovery of the essence and aided this research to discover two new perceived facets to close the literature gap: feedback implementation stages and the beginning stage of a new timing theory.

Keywords: Factors of professors using student feedback · Stages of feedback implementation · New timing theory

Biography:

I am a professor at the School of Business. I teach a robust curriculum covering leadership, management, and marketing techniques, covering techniques and scholarly applications for the modern business world. I have over 20 years of experience in the hospitality industry before transitioning into higher academics. I am happily married to my wonderful wife and have two children with one dog named Louie.