Critic Card: Users Feedback as Regular Evaluation System

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Abstract: *The study aimed to test the appliance of Critic Card success as a regular evaluation system to the workplace by using the users' feedback. The Card is designed to distribute to the sample online to facilitate the process of collecting and analysing data and protecting the continuing feedback records from loss in the future. A pilot study of ten random students and staff as a trial of the card then fixed all the essential points. The study sample consisted of fifty-seven students and staff from the targeted laboratories in a science college in which the practical application of some courses is required, then a questionnaire was distributed to students after using the card to measure its effectiveness. The laboratory officials and technicians were interviewed on how regular the feedback process was in the science college and how they delivered such criticism to the director and how about using the students' voices as honest feedback. The analysis process of the cards and questionnaire responses can discern the range of its effectiveness, the productivity of users, the learning process of students and the real conditions in the workplace. Also we can understand the real needs of the users beside judge the workplace state.*

Keywords: *Critic Card, card, Educational institutions, laboratories, Evaluation, Biology.*

1. INTRODUCTION

A lot of research assumes the likelihood of feedback have various functions can serve to specified the workplace in which it is studied (Poulos and Mahony, 2008). Therefore, the accuracy of evaluation might be low because of the officials who evaluate it are not continuous users of a certain work environment and not the direct integrator to deficiencies that might face the students or staff. Those deficiencies might be the cause of a lack creativity or an absence of focus, so the outcomes of this work environment will not meet the expectations of higher education institutions.

A lot of educational establishments do not put great emphasis on this issue and, for example, the failure to provide real evaluation to the lab instructor or lack of comprehensiveness or its relevance with the work environment. On the other hand, some of the evaluation forms or methods of different activity working environment that apply without modification equal to the nature of the interested work environment activities, leading to backfire and causing many low accuracy. Therefore, some members of the laboratory staff lack enthusiasm, curiosity and creativity, which leads to indolent students who have no critical or creative thinking, which will have a great impact on their productivity in the field of work in the future. The educational institution seeks to provide the perfect laboratory design and equipment according to international standards and then will not regularly evaluate if this provided environment did it works and achieved it goals and what the real users of such environments feel about it. Their needs or requirements must be determined to be able to perform and produce their best.

The importance of this research lies in the design of the critic cards that must be easy to distribute. Also the multiplicity of the beneficiaries of the results of this study results that represented in those who responsible for the students' achievements of the institution to review the critic cards and ensure comprehensiveness and relevance, and also make it as regular faculty's workplace evaluation system. Students in universities or any educational institutions, whether public or private, must be able to judge the work environment in terms of integration, analysis and critique in correct scientific way.

The aim of this study is to connect the main components of the work environment and design integrated feedback forms that can facilitate the process of revising or applying a comprehensive and

appropriate environment laboratory at different areas, also allowing users to analyse the environment in the correct scientific manner and to predict their needs and requirements and whether this will improve their study process, thinking and productivity. There is a sector in King Abdulaziz University called "the Management of Devices and Labs". They are responsible for regular surveys of the current situation by the technician manager, then a formal paper is sent to the faculty's director to inform them about the need for certain workspaces. The management also hold periodic meetings with participants to set time plans to develop devices and laboratories to reach academic accreditation. Many previous studies have focused on the work environment more than the human elements/users. What do users really think of the environment provided? this certain space will able them to creative thinking and engage the users with provided elements in way to achieve great outcome whether it is scientific research, a remarkable design, a piece of art or an incredible computer program, that will lead the local educational institutions to be in the foreground and competing with prestigious universities. Moreover, stressing on that successful and continuous learning start with student's independent manage their own learning process by feedback (Dennison & Kirk, 1990; Murnane & Levy, 1996). One of the study samples expressed the contribution in the process of feedback to users (students, etc) it permits them to truly make a difference (Poulos & Mahony, 2008). Conceive the criticism as regular discussion between the users (students) and the people in charge (teachers) have important role to enhance the process of learning and teaching. The two-way conversation of feedback implies two sides as partners to build up the enhancements and apply them. Students determined on a willingness to take control of their learning with full interest and estimate the efficiency in the best possible way.The highlight of the study is that, when the usual authority that the givers (teachers) have is separated and shared with the receivers (students) and their opinions and constructive criticism are performed, therefore it is considered as helpful to both sides. Still, such experiences for some students were not very extensive. Teachers' consciousness needs to be improved in so many ways to be able to form the instructions that will allow the exposure of the real students' criticisms and learn about their needs. Interactions must be done to improve productivity to process of learning and producing to the students and maintain a partnership with students. Based on one schoolroom, the interaction changed the responsibilities and tasks between teachers and students, raising the understanding of the importance of listening to the students' voices and how this would serve them in so many ways (Plank, Dixon & Ward, 2014). Sometimes, it is shown that the teacher's presentations have not changed, even after they got the feedback from the students. Therefore, the students feel let down by the evaluation system they took. Alienated students to complete the questionnaire or fill it without interest (Kember, Leung & Kwan, 2010). For example, certain children in the school declared that excessively instructed feedback made them feel too irritated to learn (Hargreaves, 2013).

2. METHODOLOGY

The researchers focused on the adoption of the review of the theoretical side over the books on the subject of research and the specialised scientific references, in addition to relying on studies, research and relevant articles. Also they reviewed some of the official evaluations in different areas to conceptualise the subject of the study holistically. The research depended on the descriptive and analytical approach that is summed up by the critic cards that help to create a comprehensive and appropriate work environment for the users concerned. Questionnaires are distributed to the students after using the critic cards to measure their efficiency as honest feedback. A pilot study was performed on only ten people. A member of staff and students from a scientific laboratory were chosen randomly to make sure the card and the questionnaire were suitable, easy to understand and modified with given suggestions to be distributed later to the students and staff of the targeted laboratories in the science college as a study sample. All users from various specialties and laboratories form (KAU) can be tested since this card covers all types of workplace in which the practical application of some courses is required, to collect feedback and criticism. Based on the pilot study responses, the card form was changed to an online form so it would be easier to submit for students and avoid the problems of paper form, such the loss of cards, taking more time to analyse data and bad handwriting. Also one of the modifications was the translation of the questions into Arabic to ensure full understanding and make students reply with more flexibility using their own language. Then, the course lecturer distributed cards to the sample of fifty-seven people. After that, a questionnaire was allocated to fifty-seven students who used the cards to measure the likelihood of making these cards a regular system of evaluation in their workplace, so the card was designed to be anonymous and also to have a variety of workplaces you can choose from to generalise this system

and make it easy to apply to the other majors in the university. This card can also be applied to many workplace users, such as technicians, staff, researchers and students. Using a plain design helps you focus on the questions more than the card. Asking direct questions helps to get straight, honest and clear answers. Enough space gives the chance to provide long or short answers. Dates and workplace locations are needed to enable the directors to review the criticism and correct it easily. The three coloured dots is to make the user choose the state of the criticisms, red for urgent, yellow for semi-urgent and green for extra ideas or good suggestion. The card design is shown in the figure below.

3. FIGURES

Critic card design.

4. RESULTS AND DISCUSSION
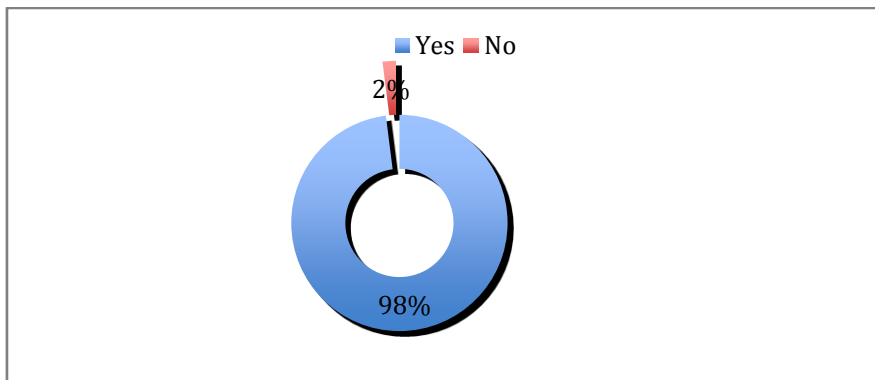
Do you

On the matter of agreeing to using the card as a regular evaluation tool for the faculty's labs, 98% of the sample agreed, while just 2% seemed not to prefer the method and this can be explained by the study of (Kember, Leung & Kwan) that some students felt it was unnecessary to use their feedback as evaluation, believing that some might not give honest answers.
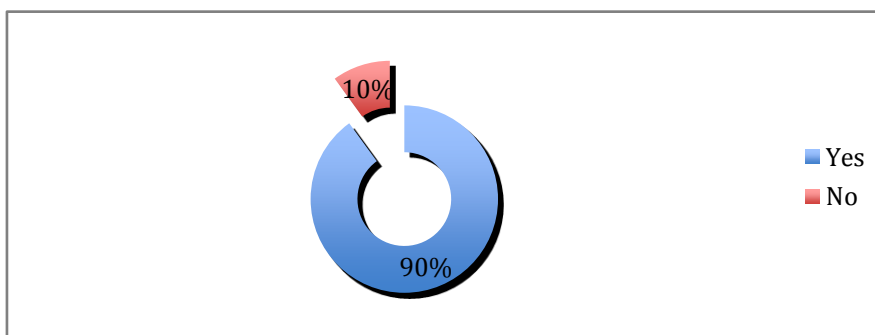

When the sample were asked if they thought the users of certain workplaces were more qualified to evaluate the environment than officials, as shown in the doughnut chart above that the majority those questioned generally approved the user's role in the evaluation process of their workspace. As in Dennison and Kirk (1990), Murnane and Levy, and Poulos and Mahony, users actually prefer sometimes to manage their own space and work and make them more successful.
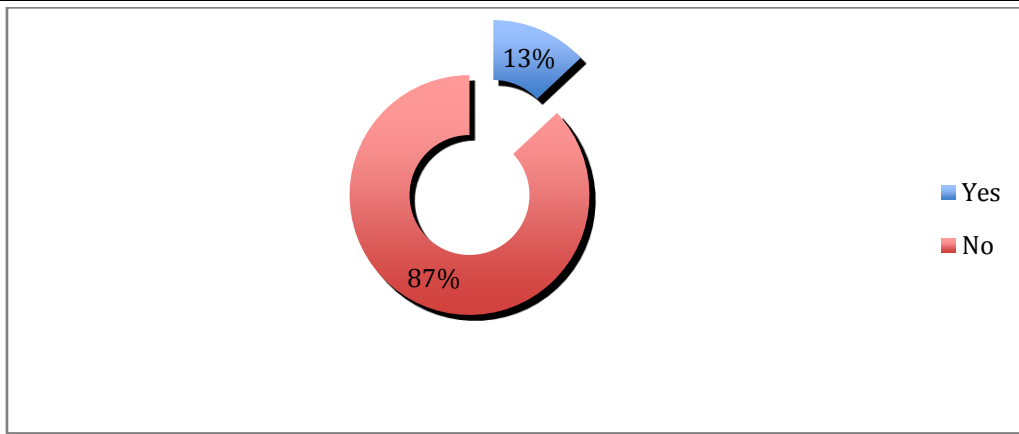
It is unfortunate that only 13 percent of the sample knew the department responsible for labs in their faculty. This result may be due to the low activity of the department or the lack of information on who you can contact in case of questions or complaints.
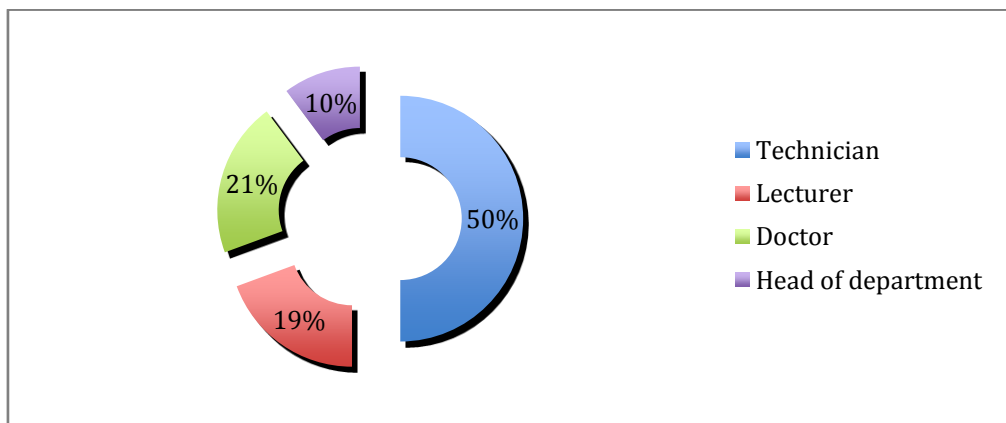
It is clear that, based on the previous question asked that the sample generally ignorant about accountable department of labs and instruments. So half the sample thought that technicians were the right people to go to in need, then course doctor "professors" came next, and after that the lab lecturers finally were the heads of department and the college principal.
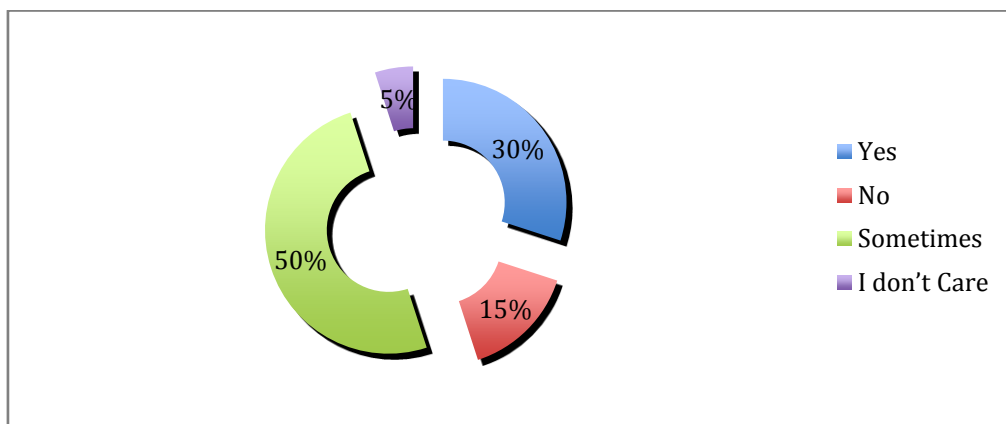
The question was whether the sample would fill in the laboratory evaluation form (critic card) on a regular basis. According to the doughnut chart, 50% of the sample said they would try to fill in the card sometimes and that could be explained by the fact that the evaluation must not be obligatory because users will be busy most of the time in the workplace and the report process might only be needed occasionally. 30% agreed to fill it in regularly, while 15% refused to comply with continuously filling in the card. 5% showed that they did not care who really evaluated their environment by displaying little interest in filling in the card or not, which agrees with Plank, Dixon and Ward's study that some students are not very enthusiastic about participating in such matters.
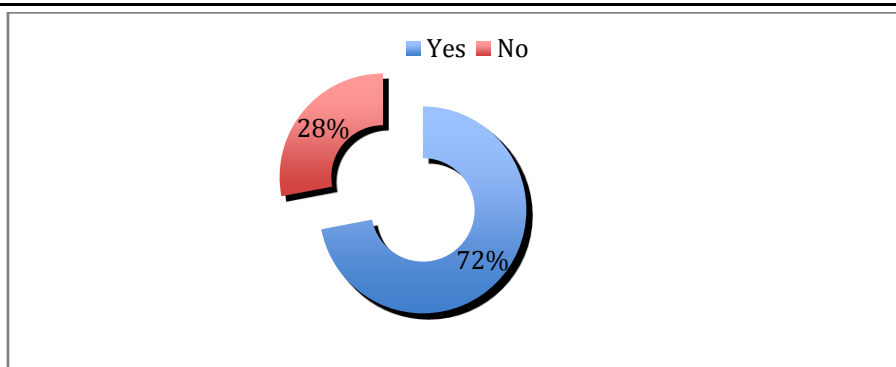
Lastly, asking the sample if they prefer to give feedback rather than meeting the officials face to face, oddly 28% said they wanted to face the officials and deliver their feedback in person. This might be due to the lack of trust in presenting their immediate needs anonymously through the card or thinking that using the card might delay actions. The other 72% of people favour anonymity. Maybe in this way they can express their opinions about their workplace in an honest, flexible and critical way.

5. CONCLUSION

In conclusion, it has been shown that many of the users' responses were effective. As one of the students said, "Knowing that I can change my surroundings for the better pushes me to work with more enthusiasm and to better not only my workplace but also myself". Some users expressed how the insufficiency in workplace can greatly affect users. Therefore, the critic card revealed that regular but not obligatory feedback would make numerous differences, not only for users but also for officials in understanding the real demands and saving them time and effort. So I urge the department of labs and instruments in King Abdulaziz University to take the study and try to apply it and benefit not only the administrators but also the students.

6. RECOMMENDATION

- One of the advantages of making the card online is to maybe include the Critic Card as a regular evaluation system in the ODUS or Blackboard, which the KAU is now using.

- 2 -Give extra credit or incentives to students in case of low feedback.

- Share ideas with other research centres or local universities to foster the knowledge of engaging workspace users in regular feedback as an evaluation system.

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