

# Monitoring of Efficiency of Feedback Systems Use on the Base of Kherson State University

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**Abstract.** The article deals with solution of some problems connected to development of feedback services while surveying students on educational environment at a higher education institution. Our research was carried out by the Department of Informatics, Software Engineering and Economic Cybernetics of Kherson State University. During 6 years (2009-2015) in the mentioned above Department, students' survey regarding their satisfaction with an educational process and lecturer' assessment by students' had been carried out. In the process of research, students from the 1st up to the 4th years of study of the Department of Informatics, Software Engineering and Economic Cybernetics were surveyed. All the respondents were divided into two groups: interested and disinterested ones during the survey execution. Introduction of the service "KSU Feedback" at Kherson State University on the base of the Department of Informatics, Software Engineering and Economic Cybernetics had a positive impact on creation of an educational environment where higher education institution is a corporation for serving the students.

**Keywords:** feedback, training, services, KSU Feedback, social polls, survey, quality of education.

**Key Terms:** InformationCommunicationTechnology, TeachingProcess, ICTInfrastructure

## 1 Introduction

Today, higher education institutions all over the world compete for their influence on educational markets not only in their own countries, but also in the countries located on other continents. The main strategic resource in this competition is a quality of educational services and use of IT for organization of educational and managerial processes. An education institution, that will be able to create the best conditions and resources for training with IT means, comes out to a qualitatively new level of modern world university.

The main kind of activity of education institutions is creating and providing educational services. Educational services, as we see, is a purposeful systematic process of transfer and receipt of the system of knowledge, information, skills and

abilities and result of intellectual, cultural, spiritual and socio-economic development of society and state. [1, 8, 15].

In order to improve increasingly a quality of educational services, it's preferred (and often necessary) to be able to react to changes of a real situation, that is managing object should receive information from the controlled object and, depending on its condition, one way or another, change managing influence. The Feedback is used to transfer information on the condition of the controlled object [2]. Thus, feedback is a mechanism for further operation of the training system, which in connections performs a function of the correction of information perception.

One of examples of the Feedback effectiveness, may be used a polling system in education institutions of Europe which is there as a separate piece of culture used to learn in schools by this time. Standards of feedback providing in Ukraine are rather undeveloped in comparison with countries of Europe. The main precondition, in this case, is a capability to accept criticism and objectivity of assessment as an ability to find and analyze information from various sources or different people.

If user's anonymity and service's simplicity in use is mainly realized by technical means, consequently, satisfaction and user's wish to take the survey aren't connected directly with system's technical characteristics, in our opinion, in a certain extent, is a key factor in this service's use. So, customer's satisfaction using the Feedback service is proportional to qualitative and quantitative indicators of its use.

The Feedback offers a complete picture of needs of each individual, which makes the most effective solution to a particularly set problem, improvement of directions of interaction between lecturers and students, when they are the most accurately defined.

At present, there is a great variety of social services that can be used, both for social polls, and for training as well [4,12,14]:

1. social networks;
2. blogs;
3. postal services, and also free services for blogging conducting.

Students' surveys concerning their satisfaction level of organization of educational process and teaching job assessment by students is carried out on the base of the Department of Informatics, Software Engineering and Economic Cybernetics since 2009 using KSU feedback system - "Feedback" (hereinafter - feedback) developed by students of the Department - Berezovskiy D. and Tetenok S. under the guidance of professor Spivakovskiy O. V.

But, as many other services, this system requires not only technical support and improvement but constant evaluation of efficiency, prospect and consequences of its use, which is the main task of our research.

The purpose of this article is to analyze quantitative and qualitative indicators of the feedback service KSU Feedback use at Kherson State University.

## **2 Analysis of recent researches and publications**

Feedback theory in educational process with its roots gets to E. L. Torndayka works (1911). It touches an issue of feedback model construction in an educational process, as well as efficient means and methods of its realization. The Feedback is used in the

educational process mainly as a key factor in order to improve the knowledge and to obtain new skills (Bangert-Drowns, Kulik). In addition to its impact onto achievements, the Feedback may also be considered as an important factor for motivation training (Lepper & Chabay, 1985; Narciss & Huth, 2004). Nevertheless, for training, history of the Feedback is not very optimistic and simple. According to Cohen (1985), the Feedback "... is one of the most educationally powerful and the least understandable functions in the pedagogical design". The main goal of the Feedback, which is carried out by a lecturer or a computer, in the class or elsewhere, that is to increase quality of education and productivity too, which causes formation of exact target concepts and skills (Albertson, 1986; Azevedo & Bernard, 1995; Narciss & Huth, 2004; VanLehn 1982) [4].

As a condition of activation of an educational activity is an availability of the Feedback between students and a lecturer, that corresponds to general theory of management systems of education. In the papers of many authors (R.F. Abdeyev, V.P. Bespal'ko, A.A. Bratko, D.I. Dubrovskiy, E.I. Mashbits, Askew Susan, P. Garber, B. Cox, M.S. Lvov and others), who researched informative aspects of training process, high didactic importance of the Feedback between students and a lecturer is noted. It is based on the information, provided by the channel of the Feedback. The lecturer can manage the process of training materials receiving and learning.

In the management theory, for general case, there are defined requirements to information coming through channels the Feedback: fullness, authenticity, efficiency. Applied modern means of ICT allows providing the fulfillment of all the conditions. As it was described in papers of B.E. Starichenko, N.Davidovich, R.Yavicha, P.Partington, J.Brennan, J.Valerie proper organization of informational and educational resources and usage of modern means of communication (first of all, networking) not only improves informational support and educational process management, in the framework of traditions for higher education institution forms of training organization, but also creates its particularly new forms: distant lectures, seminars and forums, distant consultations, forums of disciplines, means of distant control and self-control and wiki-resources.

Scientific heritage of essence and role of information technologies in higher education institutions' management is connected with the names of local scientist and educationalists: O.V.Spivakovskiy, V.Yu.Bykov, G.M.Kravtsov.

The main point of the majority of researches, conducted in this field, is the fact that qualitative Feedback can significantly improve processes and training results.

Current research is a continuation of scientific-trial work conducted by Kherson State University in 2003-2012 according to an agreement in the framework of the State Programme "Computerization of Ukraine" - Designing and development of Internet technologies and software of remote system testing, Development of methods and technologies of designing flexible and distributed pedagogical software environments, Creation of e-documentation bank on distance learning for higher education, Creation of Internet portal of distance learning ECDL for higher educational establishments (ECDL), as well as conducted by us researches concerning technical component realization of the Feedback services and their use, for example at KSU [5, 6, 7], readiness of students to use IT in the educational process and beyond, and to construct ICT infrastructure of higher educational establishments [12, 13, 14].

### 3 Analysis of the existing systems feedback

Nowadays, we have analyzed the existing systems. The most common systems for surveying and analysis of the Feedback was selected through a search engine “Google”, “Bing”, “Yandex” and “Yahoo” using the keywords “Survey”, “Survey system”, “Feedback”, “Feedback system”, «Organization of the Feedback», «Poll system», «The Feedback», “Personal feedback”, etc. The following services were considered “ObjectPlanet”, “Murvey”, “QuestionPro”, “CollegeSurveyServices”, “Survey”, “SurveyMonkey”, “PollDaddy”, “Wufoo”, “Surveygizmo” by the shown above criteria:

1. Simplicity of registration, creation and modification of the questionnaires;
2. Type of the questionnaires spreading;
3. Support of differentiation of the target audiences;
4. Convenience of the results’ storing;
5. Availability of the means to generate reports;
6. Cost of using the service and so on.

The simplicity is meant the minimum possible number of the steps to complete, correct realization of the particular option. For example, for the analysis of registration were chosen 2 criteria - the number of fields and the approximate spending time.

Type of the spreading questionnaires - the way in which the questionnaire gets to the respondent. This is usually a direct link to the survey, but also for this we use the social networks and other web-resources.

The support for target audiences is important when analyzing the results. The survey is conducted anonymously, but differing, for example, the respondents by the country location, the method of the authentication, etc.

The services are usually supported by the hierarchical structure of saving the results. The essence of the survey, questions, questionnaires are shared. The support for the filters, the availability of the search on the questions and questionnaires, the possibility of the multiple interface languages is the additional options, which are realized, for example, “SurveyMonkey”.

There is the minimum means for analysis of the results in each reporting service, but the multifunctional, interactive module to generate the reports with the supports of the export in the formats, the filters, etc. is in the complete, usually paid, versions. As for prices, some services are free (“Murvey”, “Survey”), some have the basic free functionality, but they are limited to the number of surveys, the completeness of the capacity for analysis, etc. (“Easypolls”, “QuestionPro”), or paid with the temporary trial-version (“Opinio”, “SurveyMonkey”).

All systems, which are considered, have some means for presenting the results of the questionnaire, because it is the main purpose of the reviewed services – the analysis and the processing of the collected information. But in each product of the module for the analysis and the reporting of the information has the characteristic properties, so consider them more.

“Easypolls” is the product “ObjectPlanet Inc.”, which focused at the generation of the surveys for the sites. The main feature of the service is simplicity to use. Therefore,

the reports and the analysis are also minimal. "Opinio" is a large-scale project "ObjectPlanetInc.", which focused at the enterprise and thousands survey.

"Murvey" – a web product "ObjectPlanet Inc." for the conduct and the management of the surveys. There is the possibility to set the period of the survey, to spread the questionnaires through the link in the menu «Report». You can see the results in the form of a histogram or a pie chart. \

"QuestionPro" is a professional tool, which contains a powerful tool for the reports: it is possible to apply the filters, to view the location of the respondents and the type of the device, which was used in charge, you can view the pie charts and the histogram of the responses, the time, which was spent on response and so on. Each of the blocks is optional and customizable in menu.

"College Survey Services" is the product CollegeSurveyServicesInc, which focused to assess the training courses and the generation of the reports.

A characteristic difference "Survey" is the evaluating the particular service, address to which you need indicate when registering. In other word, there is a standard questionnaire about the quality of the product, which cannot be edited. The answers to the questions are optional. Each question in the report is presented in the form of a line chart. You can also review the answers of the particular respondent, there are the identification by the time of the response and the mac-address device.

"SurveyMonkey" offers a very compact and a informative reports. You can select the type of presentation of the results, apply the filters on time, the number of the respondents, completion and more.

There is an export in the format .PDF, .XLS, .CSV, or SPSS, the possibility of tracing the history detailed of the answers in the full version is.

The main difference «PollDaddy» is that the questionnaires can be easily embedded in external websites. The detailed reports, the filters, the export are only available in the full version.

Another type of the survey was separated by the ratings.

"Wufoo" is a project, which owns by "SurveyMonkey" and focused to build the variety of the online forms: the forms for collection of the data, the registration, the contact forms and the surveys. You can use the templates, upload your own files and so on.

To create a report you need:

1. to fill in the basic configuration - the name and description;
2. to choose the data - all forms (as the case, the surveys) or some particular form;
3. to add widget is a graph, chart, number, text or table and choose the layout of location of the components (layout);
4. to configure the widget shows the possible properties when choose a particular item.

This form of presentation of the report is a very convenient, because you can independently generate a report of any complexity.

The feature "SurveyGizmo" is distribution on the data analysis (Data Explorer) and the report (Report). The data analysis contains the filters for date, the location of the respondents, the number of full, partial results and overall views.

World universities such as Princeton University [16], Newcastle University [17], University of Jyväskylä [18], National University of Singapore [19], University of

Melbourne EyeCare [20], University of Mysore [21], University of Sunderland [22], University of Kuopio [23], Loughborough University [24], University of York [25] and other higher educational establishments are the examples of realization and usage of the feedback systems reviewed in the process of the research.

The majority of the reviewed systems are “closed” for study purposes and analysis, as the Web-resource contains only brief annotation about its functional possibilities, or simply has a form of user’s authentication. The detailed analysis of the functional and specificity of feedback system usage mentioned above has been given by the following higher educational establishments, such as Princeton University, University of York, University of Kuopio, National University of Singapore and University of Jyväskylä.

It is important to remark, that the main peculiarity of the feedback system usage of the majority of the reviewed universities is its implementation into all the fields of activity of the higher educational establishments, starting with students’ survey and ending with survey for the visitors of the institutions’ web-resources, attendees of libraries, employees, etc.

Transparency of surveys’ results, their constant update and organization of additional feedback by using Web-resources, electronic mail and constant update and improvement of services shows the relevance of their usage by the mentioned higher educational establishments and positive attitude to survey passing by all the participants of training and administrative processes.

Consequently, most of the systems of the construction of feedback are coping very well with its responsibilities within its class.

Besides the above services considered, some educational institutions and the organizations were developed and a number of its own services of feedback with enough large difference in characteristics (anonymous, open access/registration, orientation to the user, the availability of free fares, etc.).

#### **4 Brief description of “KSU Feedback” system**

“KSU Feedback” system is a tool for management of organizations wishing to introduce Feedback into a cycle of decision-making process. This service allows in a user-friendly form to store, to aggregate and to analyze information on Feedback. The essence of this service is in conducting of anonymous or ordinary poll following clear criteria among strictly defined set of respondents.

Objectivity of evaluation is achieved using potential of an anonymous poll. Remote voting is also possible in any suitable place, which reduces an impact of interested ones onto a respondent's answer. Due to a system of disposable and unique keys, organizers of a poll may determine a group of people who can participate in an evaluation process.

System of key generation is a special service, an environment used to regulate sets of keys, a tool for fast printing. Every key opens an access to vote in certain polls. The key turns to be invalid after its first use, and also may expire depending on the expiration date, set by the organizer.

It is worth noting that all collected data are automatically accumulated and can be presented in the form of various graphs and diagrams.

By reason that all the calculations are done by computer, organizers of a poll cannot influence on counting results. The service also provides a wide set of tools for:

1. Organization of data storage
2. Analysis of results;
3. Distribution of access levels by the poll organizers;
4. Effective teamwork;
5. "KSU feedback" system is used for the following purposes:
6. Lecturers of the department - to receive feedback from the students and to actualize programs and methods for holding training courses;
7. Students' autonomous bodies - to analyze opinions of students about the activities carried out;
8. University senates - to evaluate quality, efficiency and topicality of reports;
9. Department of statistics - to obtain consolidated reports (showing its dynamics) about an adaptation level of junior level university students and vocational guidance of upperclassmen;
10. Scientific-practical conferences - to gather public opinion on the conference, including organizational questions and issues connected to the meaning content, etc.

Holding seminars and conferences using "KSU Feedback" made these activities more open and interactive. At the moment, there is a permanent version of the system (<http://feedback.ksu.ks.ua>), and developing process of other versions for extending the area of application is also carried out.

The advantages of Feedback over traditional system may be the following:

- Fast creation of any number of surveys;
- Provision of the maximum objectivity;
- Simple organization of polls, due to remote voting possibility;
- Instant data processing and results obtaining;
- Low probability of "human factor" influence in obtaining results;
- Access control to the results.

The disadvantages are the following:

- Additional resources such as computers and the Internet are required to hold monitoring;
- Presence of "authorized representative", who distributes the keys among the respondents;
- Difficulties in organizations;
- Close limits of voting time and place;
- Provision of the poll objectivity, as the respondent cannot be convinced in an anonymity of the answer.

## **5 Research methods**

Conducting research on the subject makes use both theoretical and empirical research methods. Thus, the research of the ratio of the students to using the services of feedback in the learning process is impossible without the analysis, comparison and synthesis, abstract approach to determining the basic regularities of the using of such services, logical approach to the description of possible implementations and their main characteristics and requirements. The main means of getting results is conducting the survey and the analysis of the indicators of readiness, interest and satisfaction of university students to use the service of feedback “KSU Feedback” in the learning process.

Considering the possibility of direct interaction with the participants of the educational process and the regularity of the survey, as a group of the respondents was chosen the students 1-4 years of study of the department of Computer Science, Software Engineering and Economic Cybernetics of Kherson State University.

The survey of students was conducted in writing traditional method. It is worth noting that the stages and the algorithm of traditional method fully consistent the algorithms of the service of feedback “KSU Feedback”, and therefore it ensured the comfort and the clarity (understandability, simplicity) embedded the survey as usual for students.

The first research was conducted in 2013. The main purpose of the survey was to determine the relationship of the students to the services and the conduct surveys. The questionnaire with 4 questions was proposed for our research. The total number of the respondents is 79, representing 53% of the students.

In 2015 it was re-conducted the research, which focused to confirmation and clarification of the results, which were received in 2013.

The proposed questionnaire includes 17 questions, which were directed to the research of the criteria such as:

Understanding the student of the concept “Feedback”, the main functions of the system, proposed the criteria of the evaluation;

Detection the readiness and the desire to passing the relevant surveys;

Search strong (positive) and weaknesses (negative) side of the system and ways to improve and the analysis of prospects for future using.

The total number of respondents is 209, which is 63% of the students of the department. All respondents taking part in the second research were divided into two groups - interested and uninterested in passing survey.

The analysis of the results of research included a comparison of survey results two above mentioned group.

## **6 Statistical analysis of the obtained results**

First step of the research was to compare the results obtained in 2013 and in 2015, in order to determine changes in students' attitude to KSU Feedback poll system. The results of this comparison are shown in the table 1.



**Table 1.** Comparison of the obtained results in 2013 and in 2015.

Content of questions	Year of study	Result		
		Yes	No	
Have you ever ignored feedback?		Yes	No	
	2013	72%	17%	
	2015	46%	49%	
If you do not take part in surveys, then for which reasons (select one or more correct answers)	<b>Common Criteria</b>			
		Lack of interest	Uncertainty in effectiveness	
	2013	11%	26%	
	2015	32%	4%	
	<b>Different criteria:</b>			
	2013	Take it partially	36%	
		Tired of questions	7%	
		Do not see the final rating	7%	
		It's impossible to appraise the lecturer	5%	
		Your answer	5%	
		Do not trust in anonymity of the service	3%	
	2015	Lack of self-discipline	22%	
		Lack of time	21%	
		Always taking it	18%	
	Would you like to continue using this service?		<b>Yes</b>	<b>No</b>
2013		52%	32%	
2015		67%	14%	
You always objectively assess lecturer's work, isn't it?		<b>Yes</b>	<b>No</b>	
	2013	65%	35%	
	2015	91%	9%	

According to the survey's results in 2013, it turned out that 72% of those polled at least once ignored feedback. In 2015, this number has decreased by 26%. (Fig. 1.)

Among the main reasons of ignoring in the first survey a majority of the students had chosen the uncertainty in the effectiveness and wish to take it only on certain disciplines. In the second survey, students who were not interested in taking it, picked - the lack of interest - 20,83%. Students who were interested, chose lack of self-discipline (13,89%), as well as lack of time and lack of interest (11,11%). A great

percentage (22,22%) suggested their own answer, namely - took the Feedback - 18%; and uncertainty in the effectiveness - 4%.

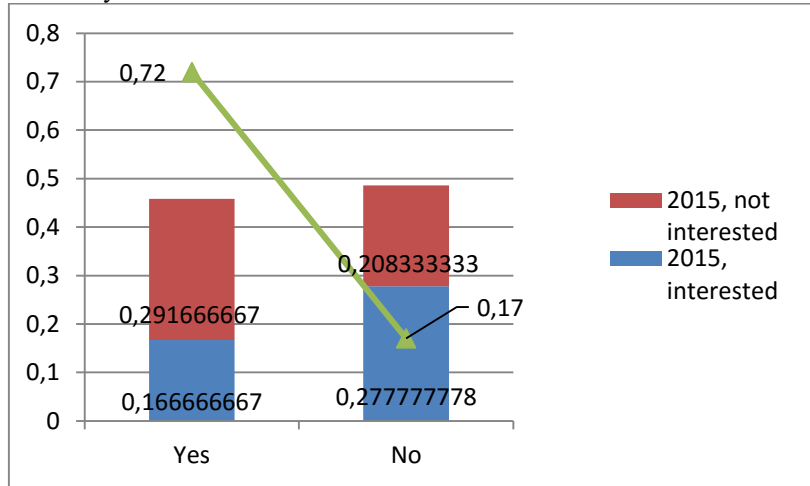


Fig. 1. The results of the survey . The answer to the question "Have you ever ignored the Feedback?"

The number of respondents who always objectively assess the lecturer in 2013 is equal to 65%. In 2015 this number increased by 26%. Also, in comparison with 2013 the number of respondents who want to take the Feedback increased by 15%. At the same time, all the students, who were interested, consider it necessary. (Fig.2)

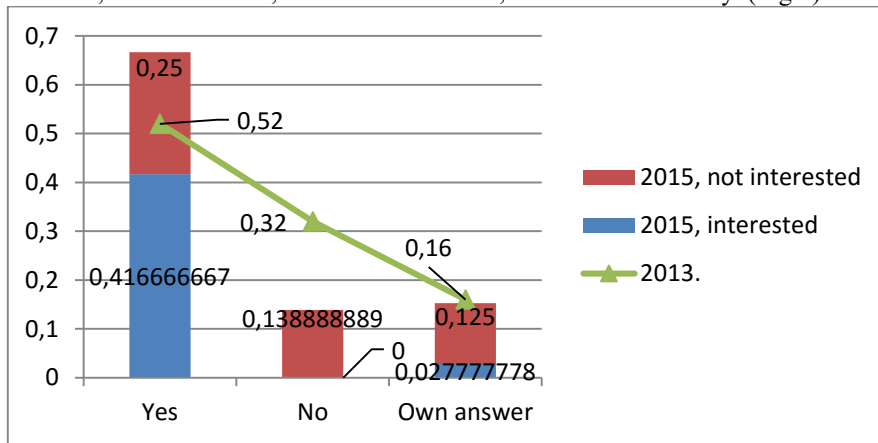


Fig. 2. The results of students' survey. The answer to the question "Is it necessary to carry out the Feedback?"

To assess student's attitude to the Feedback and level of their readiness to the Feedback in the second research we added greater number of questions, directed on the study of these factors.

**Table 2.** Specification of the results obtained in 2015.

Content of an issue		Choices of answers				
				Yes		
Are you afraid that an objective lecturers' assessment may bring itself to negative consequences?	Interested	11%		35%		
	Not interested	13%		39%		
In your opinion, when is an optimal time to conduct the Feedback?		Before the examinations	During the examinations	Right after the examinations	Awhile after the examinations	In mid-terms
	Interested	14%	0%	17%	6%	17%
	Not interested	8%	0%	15%	4%	17%
In a school, lyceum, gymnasium, etc. Have you seen similar technologies to the Feedback?		No	Rarely	Regularly	Often	
	Interested	23%	15%	10%	3%	
	Not interested	22%	13%	5%	3%	
What is the best way to organize the Feedback conducting?		Add the reminder		Make keys distribution	Your answer	
	Interested	12%		35%	12%	
	Not interested	10%		26%	3%	
Is it necessary to be taking the Feedback?		Surely, as an examinations		Upon a request		
	Interested	14%		32%		
	Not interested	13%		33%		
		Yes		No		

Content of an issue	Choices of answers	
	Do personal motives influence on your assessment?	Interested
	Not interested	6% 44%

Another important part of our research was to identify which positive and negative sides of the feedback can be seen exactly by the students. The result is shown in the table 3.

The largest of the positive sides, according to the respondents, is a possibility to express his/her opinion about the lecturer and to assess its work. The greatest negative factor in the use of the service-"biased assessment." As the least positive effect, determined by the students, is an opportunity to improve educational process. It should also be noted, that the least negative factors are the lack of opportunities to revise the results of the students, negative consequences and unattractive interface.

**Table 3.** Advantages and disadvantages of KSU Feedback in respondents' opinion

Positive features in the use of the service	
	Quantity of the respondents (%)
An opportunity to express their points of view about the lecturer, to assess his work	23
Anonymity of the survey	11
A lecturer through a student's eyes	4
An opportunity to improve the educational process	2
Negative features in the use of the service	
Biased evaluation	14
Many of the issues and criteria, resulting loss of time	10
Absence of lecturers' reaction concerning the remarks and students' preferences	5
Closure of the Feedback at only one department	5
Unavailability of revising student's results	4
Negative consequences	3
Unattractive interface	3

Also it was offered to the students to describe methods of improvement and deterioration of the Feedback. To improve, in students' opinion, it is necessary to:

- Update criteria, add encouragement, make the Feedback taking upon request, simplify questions, change an interface, make the process of taking it more organized, increase an interest, add lecturer's to the list from other departments, make service from outside of the university, to make our key distributing, add a possibility of revising the results by the students, expand to other faculties and universities, lecturer's real punishment, who were assessed by the students badly.

Can lead to worsening, according to students:

- To deanonymize, obsessive reminder, obligatory to take the Feedback before the examinations.

In the column "your variant" students were answering the following:

- To simplify criteria and questions, make to the site more understandable, change the design, motivate the students to take the Feedback, reduce the scale of assessment.

One of the options of the Feedback upgrade is to update criteria for evaluation. According to the results of the survey, it was revealed that students want to assess the lecturers according to the following criteria:

- Sincerity, kindness, ability to make the material clear for students, sense of humor, usefulness of the material in everyday life and an ability to see many solutions to problems, lecturer's attitude to corruption.

## **7 Interpretation of the research results**

Conducting a traditional survey allowed us to conduct a survey more organized and get the answers more than 50% of students, who study at the department of computer science, software engineering and economic cybernetics. The traditional type of survey was also chosen as one corresponding algorithm of the described and researched our system familiar to students (recall that provide the feedback means "feedback" is carried out at the department for the last 6 years). In addition, we considered that feedback was the object of our research the use of such services during the survey would not able to obtain the necessary results, or would affect their accuracy despite certain psychological, social and organizational factors. But we spent a lot more time and organizational resources.

The failure to pass a representative number of the students to leave the feedback is the biggest problem of a incorrect display of the real picture of the quality of the educational process. We consider a sufficient number of students to passing the survey at least 60% of the total number of students of the academic group.

It is an important the passage the feedback as many as possible students to receive the objective results. Thus, the result of the first research is only 17% of students passed the feedback every time. In 2015 this number increased to 32%. And most of them were interested in passing our survey. One of the main reasons for neglect in 2013 was the uncertainty in the effectiveness (26%). In the second research agreed with that only 4%.

The most important reason was the lack of interest (32%), and most of the respondents of this group were not interested in passing survey.

There was found 52% of students wishing to pass feedback in the first research. For two years this percentage rose to 67%. Among the interested students no one gave a negative answer to the question about the need for feedback. About 15% had a thought: doing only when necessary for the teacher; doing, but not often; annually, etc.

The results of two researches have shown that more than half of the students always express an objective opinion on the teachers. You can verify the results of answers to the question: Do you always objectively evaluate teachers? As a result of re-research such students became 26% more.

Several questions were added to display a more complete picture in the second research.

We considered that the results and the quality of the feedback effect passing "Culture survey." As we can see in Table 2, 45% of respondents first encounter with technology surveys at the University. The total 20.84% regularly or often used earlier the services, which measured their level of satisfaction. This confirms the above opinion about the low level of culture surveys in Ukraine.

One of the main positive qualities of the system is the anonymity. So 73% of students have no fear of what the evaluation of teachers can have negative consequences. The personal reasons do not affect the evaluation of teachers in 81.94% of students. Thus, the response when the passage feedback is objective.

The students note the lack of organization and interest is the main reason of the failure to pass feedback. These problems can be solved by conducting the survey of students necessarily for example exam, but it is supported by only 26.39%.

Most students (65.27%) expressed the view that it is necessary to conduct feedback either immediately after the session or in the middle of the semester. Conducting the survey immediately after the session, as it is conducted today, supported by 31% of respondents. The largest number (33%) considers that the feedback is best done in the middle of the semester, did not support the idea to conduct survey during the session (0%). All interested students think the need to conduct feedback. And 45.83% of the students consider it necessary to ignore the passage of feedback.

The main aspects on which we should pay more attention to, and which are based on the survey results include:

1. high percentage is not interest in the passing in this survey;
2. high level of the students who ignored the feedback;
3. about 23% have fear about the negative consequences after the passage of feedback;
4. the results of survey influenced by personal reasons - about 12 percent of the students;
5. the desire of the students to change the organization of the passage of feedback;
6. the desire of the students is simplify the question and make their own questions;
7. another.

## Conclusions

During the research, low “level of culture” of the polls was revealed among a group of students. It points out lack of experience of the Feedback system use at schools of Kherson and Kherson region, as the majority of students of the Faculty of Physics, Mathematics and Informatics of KSU are graduates of those higher educational establishments in particular. The only possible ways to solve this problem is:

- to devote more time to first year students’ learning more about KSU Feedback, to conduct surveys among first-year students to learn more about this system’s assignment and develop readiness to taking it;
- adaptation and implementation of KSU Feedback system into training process at schools and lyceums of Kherson and Kherson region.

To our mind, knowledge obtained throughout practical use of KSU Feedback system at the Faculty of Physics, Mathematics and Informatics of Kherson State University is positive. It gives an opportunity to lecturers to find out an objective opinion about him/herself and make changes in the training process taking into consideration students’ wishes.

In order to make KSU Feedback more efficient is necessary to attract to taking the survey as many students as possible. This can be done by improving the system. Consequently, in the end of the survey, we have found out that the main directions to change KSU Feedback system should be questions’ updates, additions to students’ proposed criteria and also an opportunity to review the results. Besides, in our opinion, it’s necessary to revise the process of survey conducting for improving its organization and to choose the best time, in students’ mind, to carry on the Feedback.

The results of our survey showed sufficiently high percentage of the students, satisfied with KSU Feedback system. It’s important to underline, that for the past 2 years this percentage had increased. It shows a necessity to continue the research of the present service in order to make it more efficient and expand ranges of its use.

**Perspectives for further research.** In the future, it’s planned to improve present system, which is based on the results we’ve obtained, and its further monitoring as well. Besides, it’s necessary to reveal causes of negative tendencies in the surveyed group and to conduct an individual research about Department’s lecturers attitude to this service.

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