

Longitudinal Analyses of Student Feedback to Enhance Faculty Engagement with an Informed Interpretation of the Data

Presented by:

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CENTRE FOR TEACHING SUPPORT & INNOVATION



About Your Presenter

- Lead of Teaching & Learning Enhancement Team
- Aside from student feedback:
 - Learning Analytics
 - T&L parts of Academic Program Reviews
 - Peer Reviews of Teaching Practices
 - Data collection & reporting re: teaching & learning



David Greaves

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The Land

I was raised here, near Tkaronto, where we now gather. I would like to acknowledge the long, rich history of the Indigenous peoples who have a connection to this land – both past and present – which include the Huron-Wendat, the Seneca, the Mississaugas of the Credit, and many other Indigenous peoples who have lived and now live on this land. Over the years, the lands nearby have given me a great many answers and new understandings, and I encourage everyone to consider how we can each appreciate and respect these lands in our own ways.

This presentation was developed in the land on which I now live and work, Treaty 6 territory and homeland of the Métis. We pay respects to the First Nations and Métis ancestors of this place and the places from which we all come, and reaffirm our relationship with one another.

My Local Place of
Significance

USask Context

- ~25,900 students, research-intensive
- Many decisions made at college/department level
- One centrally supported student feedback tool – Student Learning Experience Questionnaire (SLEQ)



Story so far

Outdated Tool

Our old student course feedback tool did not align well with current research or with the current priorities of the university.

Need for change established.

Student Learning Experience Questionnaire (SLEQ)

Research and best practices guide the design and implementation of new Student Learning Experience Questionnaire (SLEQ). This includes research and understandings of bias.

Initial validation work done.

Anecdotes of Biases Build

Some instructors report disproportionately mean or disrespectful comments. Instructors read research and reports of bias from elsewhere. Also, people make assumptions about student feedback from pandemic remote teaching time.

Distrust builds.



Introducing Dr. Scott Tunison!

With special guest, CHASR

- Experienced education researcher joins the team
 - Former faculty member in College of Education
 - Good at working with large, messy datasets
 - Involvement with university ethics approvals as a faculty member
- Contract with Canadian Hub for Applied and Social Research (CHASR)
 - Working with Quantitative Research Manager, now Associate Director, Ana Bogdan
 - Previous work with Scott & Ana
 - Scott and Ana collaborating on all aspects of the project



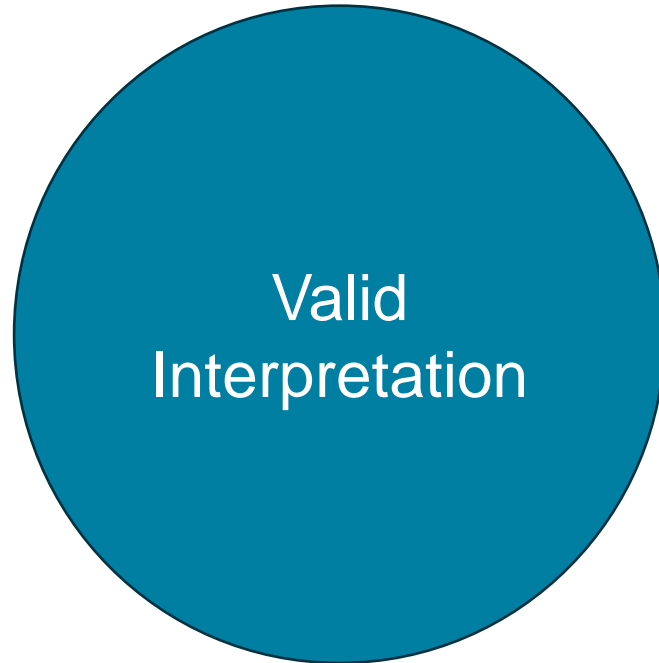
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Scott's Mission: Investigate Anecdotes

- Design questions to investigate multiple years of data in aggregate
- Begin with research, available data – limit questions
- Focus primarily on rating scale (closed-ended) core questions
- Data provided by my Teaching & Learning Enhancement (TLE) colleagues

What's the purpose?



Final Study Questions

1. To what extent (TWE) is student feedback, as reported in the 2022-23 SLEQ similar to those from pre-pandemic years?
2. TWE do “non-pandemic” responses differ from those during pandemic?
3. TWE does student feedback differ if they are taught by an instructor either same or different gender from them?
4. TWE does student feedback of classes taught by females differ from those taught by males (regardless of the student’s gender)?
5. TWE does feedback from first-year students differ from that of those in their second, third, or fourth year in their program (for undergrad)? (i.e., Are first year students more or less positive or about the same as students in other points in their programs?)
6. TWE does feedback from students in large classes differ from those in smaller classes?
7. TWE does feedback from students who are “stronger” or “high-performing” (i.e., A, A+, A-) differ from that of “lower-performing” students?
8. Are there differences in student feedback from one college/program to another? Are these differences (or not) consistent over time?
9. TWE does feedback from classes with higher response rates differ from those with lower response rates?
10. What is the broad distributional trend of student feedback (i.e., bimodal, “normal” curve – skewed positively/negatively, etc.)?
11. TWE does student feedback differ depending on the role their instructor holds (e.g., faculty, sessional, grad student, etc.)?

Current State

Data Analysis Ongoing

Scott and CHASR working on data analysis and report writing. Using multiple tests to ensure no stone is left unturned.

No surprising results so far.

Response Quantity and Quality Campaign Ongoing

Building trust from multiple angles with SLEQ response quality and quantity campaign.

- Student award for “most helpful comment” (pending some approvals)
- David does classroom visits
- Professionally produced video
- Student landing screen redesign



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Guidance for Instructors

We will need to ensure instructors are aware of this work. We will need to guide them on how to best read their reports given what we learn. See Blue Reporting & Analytics community for initial draft guidelines.

Guidance for Leaders & Review Committees

Better understanding of our context to inform their read of student feedback. We may also advise on how to consider other evidence alongside student feedback.

We anticipate more concrete guidelines will be more successful in reaching the eyes and ears of review committees.

Discussions and Trust Building Continue

Anecdotes of inappropriate comments will continue; how can continue to listen to and support these instructors? Work must continue.

Future State



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We did the math.

From news and research, instructors likely expect to find a prevailing statistically demonstrable difference by various demographic and contextual factors. To now, we have not been able to prove that these studies do or do not apply to our context.

Regardless of what we find, we will finally be able to say “we did the math, and here’s what we found.” We hope this will not be the end of a conversation, but a beginning.

We expect our ongoing conversation to be about what we find and what that means – including both the strengths and limitations of the tool we have. We hope to build a better, stronger tool and ecosystem because of it.

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Summary of Presentation Outcomes

- I explored the origins and design of USask’s study to build guidelines for interpreting student feedback.
- I outlined our past and future plans for continuing to build a healthy culture for reading and applying student course feedback to enhance teaching.
- I shared our research questions and discussed some of the considerations that will guide our current analysis to build trust.

