



# Supporting academics' reflection on course feedback at the University of Tartu: use of guide, worksheet and workshop

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# Agenda: guide, workshop, worksheet



## Teaching staff guide for interpreting the course feedback

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### Introduction

#### Workshop: How to interpret course feedback?

##### Worksheets

#### I General data of the course (please choose the feedback for one course/syllabus to analyse and interpret during the workshop)

Course code:

Course title:

Term:

My role:

In charge/teaching/programme director

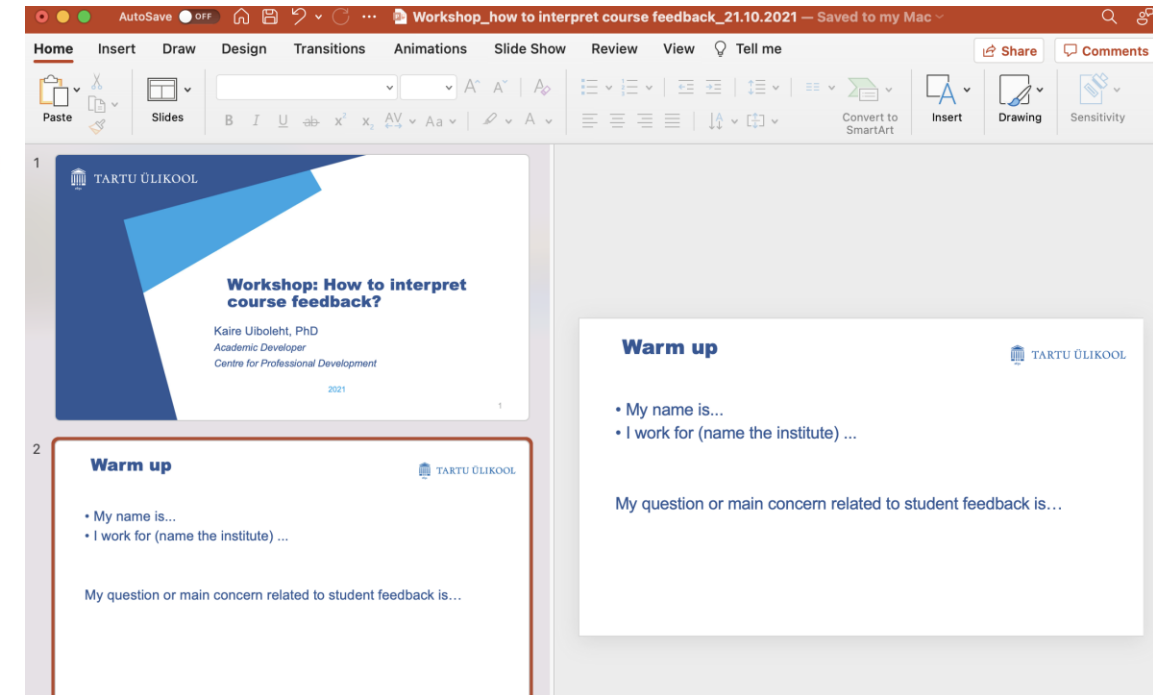
Number of enrolled students:

Number of respondents:

Response rate (%):

#### II Course context and overview

*What were the most important learning outcomes the students had to achieve during the course?*



# **Take a minute and share with your neighbour**

What could prevent academics from using student feedback?

# What do researchers say?

(Clayson, 2021; Edström, 2008; Karm et al. 2015; Roxå et al. 2021; Spooren et al. 2013)

- Conflicting purposes of student feedback: evaluation of the teacher or development of the course
- Conceptual understanding of teaching and learning:  
transmission model of learning  
versus constructivist learning
- Various stakeholders may have different perspectives
- Theoretical model of questionnaires are implicit
- Academics do not consider student feedback as valid
- Lack of experiences to cope with negative or contradicting feedback
- Lack of possibilities to reflect on or discuss student feedback

# The process of designing the CEQ:

Consultations  
and meetings  
with lecturers,  
programme  
directors,  
academic  
developers,  
students

I Literature review: theoretical models for CEQ, describing constructs, mapping items

II First testing: qualitative, cognitive interviews with the students from different fields (n=12)

III Second testing: quantitative, included a possibility to give feedback to the questionnaire (n=645)

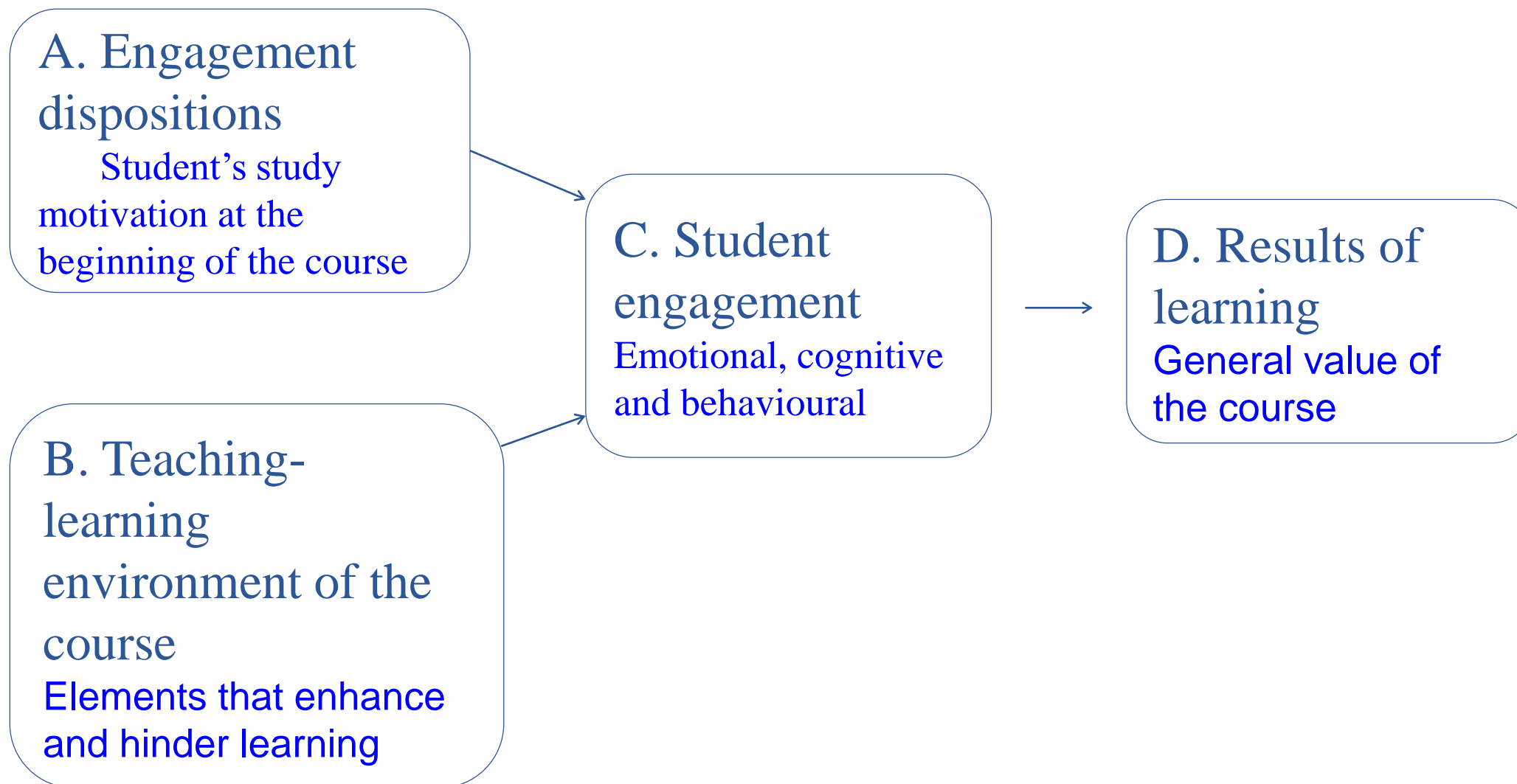
IV Third testing Spring 2019: feedback information gathered from 6,978 students who filled in 24,453 CEQs

Both quantitative  
and qualitative  
data was  
gathered

# Main principles while developing new Course Feedback Questionnaire (CEQ) for the University of Tartu

- Constructivist view of learning:
  - student is one of the main actors in the process of learning;
  - it is important that the student is engaged in the learning process;
  - student engagement is influenced by personal as well as external factors.
- Teacher designs the TLE of a course so that it enhances deep learning and enables students to engage.
- Thus, CEQ should gather data for improving and developing **teaching quality of the courses** (focusing on formative feedback).

## Theoretical basis of the questionnaire (Lawson & Lawson 2013)



# The questionnaire: 14 statements ja 5 open-ended questions

## 1. Teaching/TLE of the course

- 1.1. The structure of the course supported my learning.
- 1.2. Learning activities in web supported my learning in the course.
- 1.3. The teaching was varied (different kinds of methods and tasks were employed).
- 1.4. Students were given the chance to discuss the subject matter.
- 1.5. The course was intellectually challenging.
- 1.6. The feedback helped me to understand which knowledge and or what skills I should develop further.
- 1.7. The assessment was closely related to the teaching.
- 1.8. Please evaluate how well your workload matched the number of ECTS credits in this course (1 ECTS credit = 26 hours of studying).

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- 1.9. What enhanced your learning in this course?
  - 1.10. What would you do differently in the teaching of this course?

## 2. Learning/student engagement

- 2.1. I devoted time to learning.
- 2.2. I prepared for lectures and seminars.
- 2.3. I was actively involved in seminars and practise learning.
- 2.4. I was actively involved in lectures.
- 2.5. This course increased my interest in the field.

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2.8. *Suggestions or future learners.*

## 3. Results of learning

- 3.1. All in all, the course was valuable for me.

*Please explain your evaluation.*

*3.2. Other opinions and comments about the course.*



# Teaching staff guide for interpreting the course feedback



- The idea of the guide was inspired by a similar manual of the Swedish Royal Institute of Technology.
- The guide is based on:
  - 1) information collected during testing of the course feedback questionnaire
  - 2) the analysis of responses to open-ended questions for high and low engagement courses (conducted by academic developers in spring 2020)

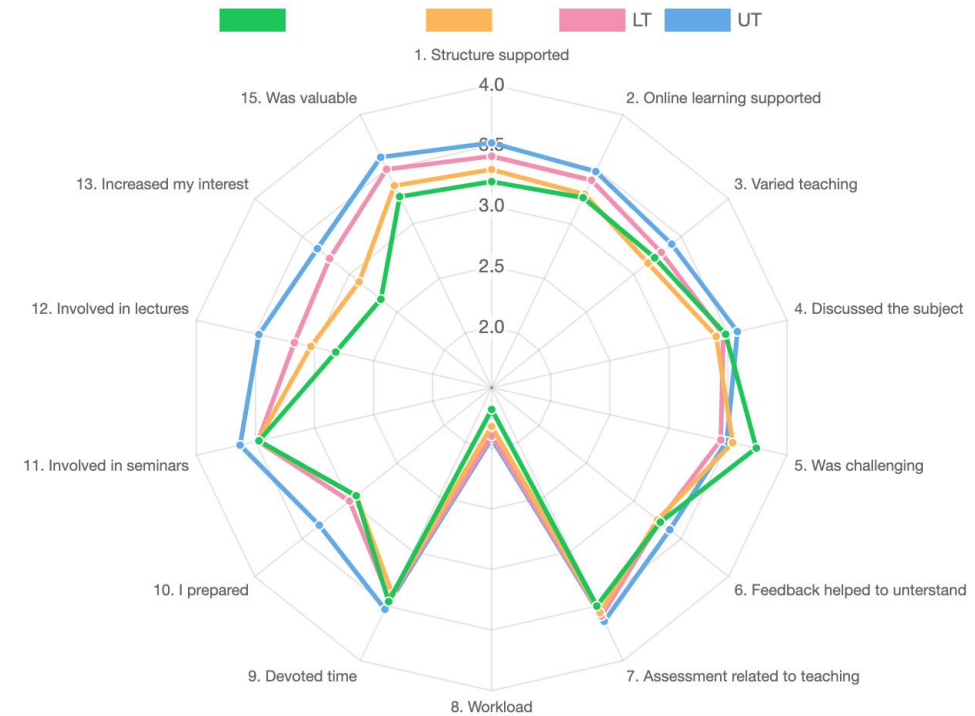
## The guide is easily accessible via SIS2

- <https://sisu.ut.ee/oppeaine-tagasiside/statements-scales-and-open-ended-questions?lang=en>

## Course feedback

Lecturers

Feedback interpretation 



# Workshop: How to interpret course feedback?

- Small group (up to six participants)
- Via Zoom
- Offered 10 times per academic year (scheduled) both in Estonian and English
- Possibility to arrange special workshops (e.g. with course teachers, programme managers, deputy directors for academic affairs of the institutes)

# Goal, topics and format of the workshop

## Goal:

- To provide support on interpreting course feedback and using the results to improve the course.

## Topics:

- The basis and theoretical framework of the course feedback questionnaire.
- Teaching staff guide for interpreting the course feedback.
- Interpreting course feedback and improving the course.

**Format:** interactive: the tasks and questions are designed so that the participant can analyse and interpret the course feedback in which she/he is interested.

# Worksheet

- Inspiration:

Malouff, J. M., Reid, J., Wilkes, J. & A. J. Emmerton (2015). Using the Results of Teaching Evaluations to Improve Teaching: A Case Study of a New Systematic Process, *College Teaching*, 63:1, 3-7.

Teaching and Learning Services. (2018). *Putting student feedback into perspective: A tool for reflection and action*. Montreal, QC: Teaching and Learning Services, McGill University.

Workshop “Interpreting course feedback” at Aalto University, 2019.

## Workshop: How to interpret course feedback

### Worksheets

I General data of the course (please choose the feedback for one course/syllabus to analyse and interpret during the workshop)

Course code:

Course title:

Term:

My role:

In charge/teaching/programme director

Number of enrolled students:

Number of respondents:

Response rate (%):

### II Course context and overview

What were the most important learning outcomes the students had to achieve during the course?

How did your teaching and assessment help students achieve the most important learning outcomes?

How satisfied are you with the results of learning when you think of mid-term or final exam or other assignments the students had? Did the results meet your expectations? How engaged with learning did the students seem?

# Parts of the worksheet

I General data of the course (please choose the feedback for one course/syllabus to analyse and interpret during the workshop) – *participant fills as pre-task of the workshop*

II Course context and overview

III Analysis of student feedback (focus on a few items)

- Strengths of the course
- Concerns of the course

IV Feedback square: What next?

# Worksheet III and IV part

## III Analysis of student feedback

### Strengths of the course

Please choose one statement/item of teaching and one statement of student learning, which have the **highest mean** and fill in the form below.

<p><b>Statement/item of teaching:</b></p> <p>Mean:</p> <p>The distribution of ratings:</p> <p>I agree:</p> <p>I somewhat agree:</p> <p>I somewhat disagree:</p> <p>I disagree:</p> <p>Not applicable:</p>	<p><b>Statement/item of student learning:</b></p> <p>Mean:</p> <p>The distribution of ratings:</p> <p>I agree:</p> <p>I somewhat agree:</p> <p>I somewhat disagree:</p> <p>I disagree:</p> <p>Not applicable:</p>
<p>Please read the explanation to the statement in "Teaching staff guide for interpreting the course feedback". Does the explanation help you interpret the evaluations of the item? What can you conclude?</p>	<p>Please read the explanation to the statement in "Teaching staff guide for interpreting the course feedback". Does the explanation help you interpret the evaluations of the item? What can you conclude?</p>
<p>Please read the answers to the open-ended question "What enhanced your learning in this course?". What have students highlighted in their answers related to the item?</p>	<p>Please read the answers to the open-ended question "What enhanced your learning in this course?". What have students highlighted in their answers related to the item?</p>

Conclusion: The major strengths of the course are....

\*\*Teaching staff guide for interpreting the course feedback" is here: <https://sisu.ut.ee/oppeaine-tagasiside/statements-scales-and-open-ended-questions?lang=en>

## IV Alternatives to implementing the course

### Concerns of the course

Please choose one statement/item of teaching and one statement of student learning, which have the **lowest mean** and fill in the form below

<p><b>Statement/item of teaching:</b></p> <p>Mean:</p> <p>The distribution of ratings:</p> <p>I agree:</p> <p>I somewhat agree:</p> <p>I somewhat disagree:</p> <p>I disagree:</p> <p>Not applicable:</p>	<p><b>Statement/item of learning:</b></p> <p>Mean:</p> <p>The distribution of ratings:</p> <p>I agree:</p> <p>I somewhat agree:</p> <p>I somewhat disagree:</p> <p>I disagree:</p> <p>Not applicable:</p>
<p>Please read the explanation to the statement in the "Teaching staff guide for interpreting the course feedback"*. Does the explanation help you interpret the evaluations? What can you conclude?</p>	<p>Please read the explanation to the statement in the "Teaching staff guide for interpreting the course feedback". Does the explanation help you interpret the evaluations? What can you conclude?</p>
<p>Please read the answers to the open-ended question "What would you do differently in the teaching of this course?". What do students highlight in the answers related to the item?</p>	<p>Please read the answers to the open-ended question "What would you do differently in the teaching of this course?". What do students highlight in the answers related to the item?</p>

Conclusion: The major concerns of the course are....

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# **Example: workshop task**

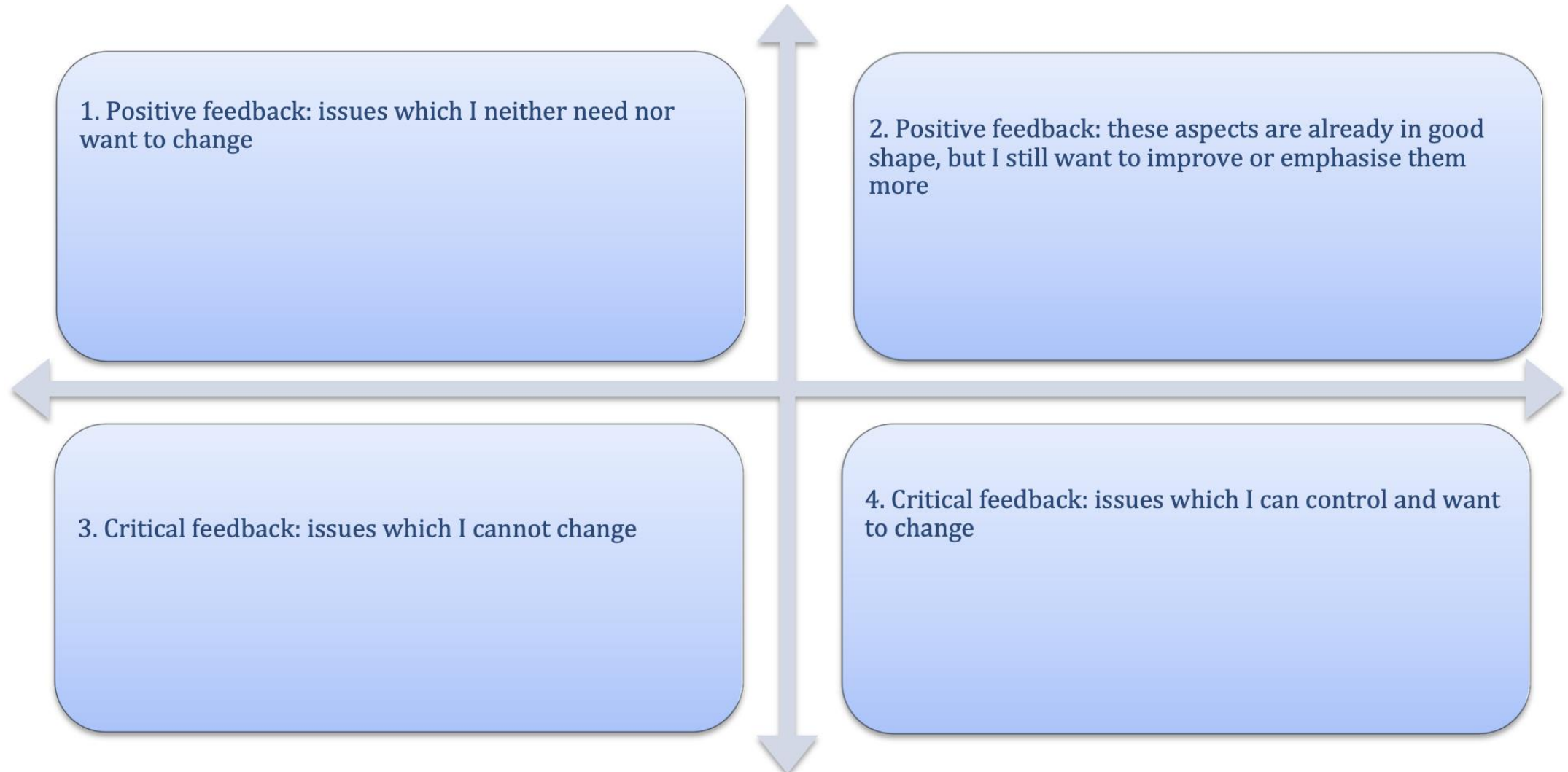
Worksheet part 3

10 minutes independently

Then we share and discuss



# IV Feedback square



# Academics' feedback to the workshop

- A useful flexible approach that allowed everyone to contribute; hopefully other participants also got their questions answered. I certainly did, and I also got some ideas for interpreting the feedback in the future.
- Participant-centred; you could ask a lot of questions, but you also got information on background and more general topics.
- For me, this training/meeting was very useful for understanding the background to and concept of course feedback.

# Conclusion

- During the process of implementing the new CEQ, it was important to reduce/avoid various shortcomings that researchers had acknowledged.
- We try to support both individual and small group reflection on course feedback.

Next step for us:

- To explore how different stakeholders (responsible teachers, programme managers, etc.) use and interpret the course feedback.





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Thank you!



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