

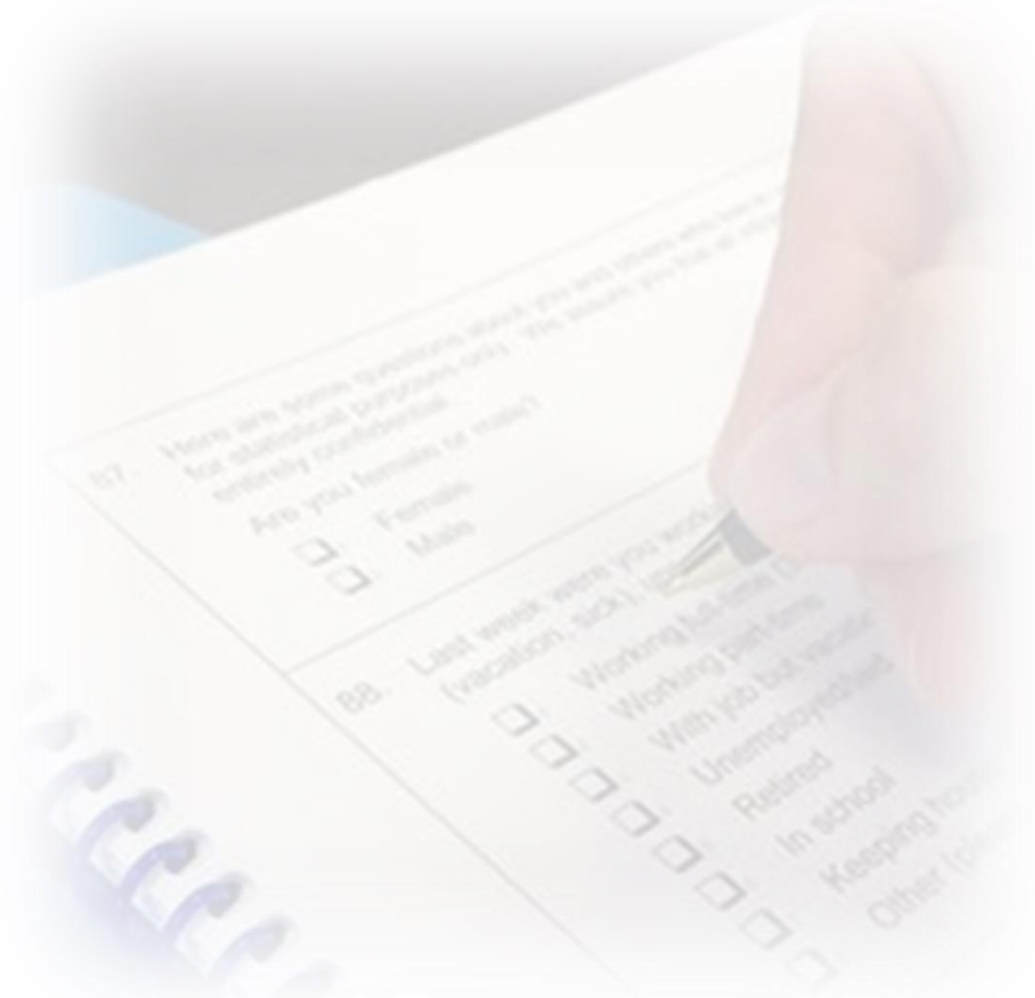
Interviews with students

Thematic analysis of students' opinions

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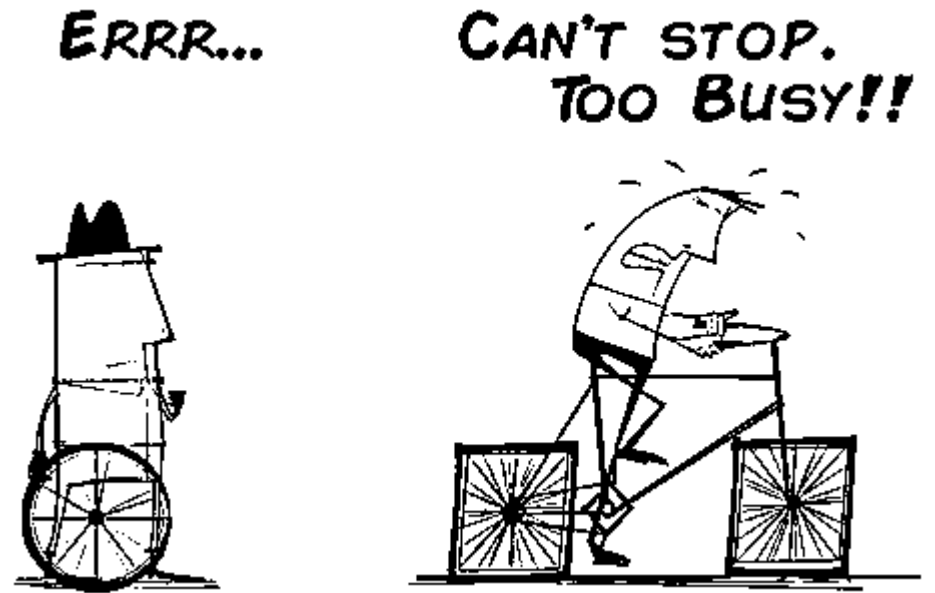
Results of thematic analysis – students' opinions – themes

- teachers wanted to change/improve
- the importance of student feedback
- there was nothing to improve
- Where are others?
- importance of conversations
- questions in the questionnaire
- inspirations to others – share it
- student centredness
- promotion – increasing of participants
- the system of interview organization



Teachers wanted to change, improve

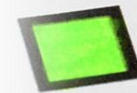
- the teacher started to suggest what he would change in his teaching method
- the teachers proposed possible improvements themselves



There was nothing to improve

- our teacher had an excellent evaluation, so there was no need to look for something to improve
- there was no vision for the future because there was nothing to improve

Credit Score



Excellent



Good



Fair



Where are others?

- conversations should be with more teachers – even with those who do not like to cooperate
- when there are teachers who are bad, who have problems with students, it will bring much greater results than with those who are cool



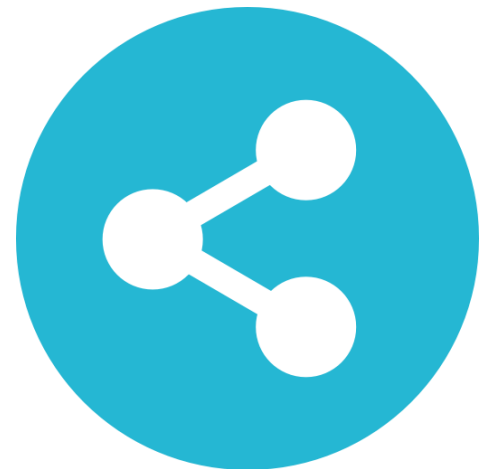
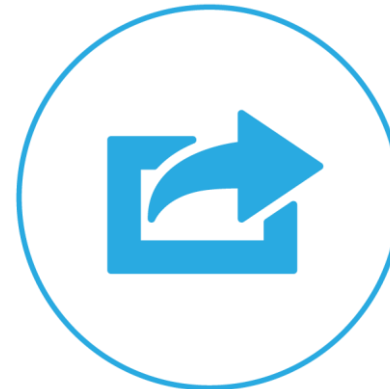
Questions in the questionnaire

- the biggest benefit was the open-ended questions – the students opened up more there and the feedback had much more added value because it pointed out the specific problems that the students had with the course
- if there were too many open questions, the students would not want to fill them in
- although there were more questions, they were clearly formulated and easy to understand



Inspirations to others – share it!

- if the feedback spread to other teachers, they can be inspired by good ideas from other courses



Student centredness

- current questionnaire is better – focused more on us, students
- it was more oriented towards students
- some students refused to fill in the questionnaire because it asked about their active participation



Reflections



Was the questionnaire useful? Importance of answers for further interviews, identifying problem areas?	The students seemed to look for bad things only, they considered good ratings as irrelevant.
	They ignored slightly problematic areas if the teacher was positively rated. They didn't like questions about how much they studied, how often they attended the lectures, etc.
Were the numerical values from the questionnaire useful for identifying problematic areas?	From several reactions, I had the feeling as if they didn't understand the importance of the values, as if they simply took the numbers as mandatory part but didn't see real sense in them

Did you analyze the questionnaire before the interview?	They say they did but I think that some of them didn't really know how to analyze it.
Did new ideas emerge from questionnaires, interviews?	Some students were easily satisfied with the teacher's explanation why it was so, why they couldn't change anything, rather than trying to help them with suggestions how they could improve.

Do you recommend continuing with this system?	Yes
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