Questions from the Webinar: Live Answers

1. How did you get academic support for implementation of Bluepulse?

Firstly, through demonstrating the product and identifying the value proposition for RMIT, I gained the support of the Vice-Chancellor, Deputy Vice-Chancellor (Academic) and Dean of Learning and Teaching. In doing so, I was able to communicate to participants that this initiative has the support at the highest levels of the institution.

Secondly, I worked with the Deputy Pro-Vice Chancellor of Learning and Teaching in one of our Colleges to identify courses and teaching staff where Bluepulse could make an impact. At the same time I was approached by staff from the remaining two Colleges to look for a dynamic means of collecting student feedback and demonstrating outcomes, so it was timely that Bluepulse was available for these courses to be included in the proof-of-concept.

Thirdly, with the readily available and succinct YouTube videos from eXplorance, I was able to demonstrate to participants the benefits from both a student and staff perspective.

2. How do you manage the student's feedback in terms of being considerate and constructive rather than abusive?

Staff participating in the proof of concept took time to explain how Bluepulse best practices so that this is mutually beneficial for staff and students. For example, staff:

- reiterated our Student Charter where RMIT commits to reflect on our practice, respond to feedback and continually improve the services and experience we deliver to our students. This is achieved through students committing to provide feedback about their experiences and to participate in the continuous improvement process
- provided students examples of helpful suggestions which are based around what students would like to see teaching staff stop, start and continue doing
- were provided with a suggested email devised by my team and refined in consultation with academic staff for the purposes of inviting students to participate in the use of Bluepulse. This email positioned Bluepulse as a positive tool focussed on improvement. I am willing to share this with other institutions using Bluepulse as a useful resource for setting the tone to achieve constructive feedback

Also, it is important to remember that staff can block students should unsolicited feedback be received, however we did not experience a need to use this throughout the proof of concept.

3. Will you continue to do end-of-term course evaluations?

Yes, there is no plan to remove the end of term course evaluation, which at RMIT, is a combined course and teacher evaluation.

It is anticipated students are likely to feel more engaged in the continuous improvement process by using Bluepulse where they see that their suggestions have contributed to the development of improvement initiatives and they have witnessed the benefit of those outcomes. As such, it is likely that by the time students receive the end of term survey/evaluation, their higher degree of engagement will result in a higher response rate to the survey, and that the Good Teaching and Overall Satisfaction scores will also increase. The jury is still out on this so I look forward to undertaking this analysis in the second half of the year. I also look forward to comparing these findings with other institutions using Bluepulse.

4. Can you tell a little more about how Bluepulse will be used in service management in HE?

In the proof of concept, a tile was displayed for each course in which a student was enrolled. In semester two, we will include a tile for each of the service areas e.g. Library Services, IT Services, Student Services etc.

It makes sense that Bluepulse is a location where students know that they can provide feedback on any aspect of their experience at RMIT – be it Learning and Teaching or Services.

Students will be able to provide suggestions to service areas where an administrator will review these suggestions and post improvement initiatives.

This is not designed to replace dedicated systems such as the IT Service Desk ticketing system, rather students will have the opportunity to provide feedback on what they would like the service area to stop, start and continue doing. Similarly, the service areas will be able to demonstrate what they have implemented as a result of the feedback and students and staff will be able to monitor the progress of these initiatives via the dynamic improvement graphs.