



Text Analytics in action at ACU: A case study

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Text analytics in action at ACU

- Building the dictionary in WordStat
- Preparation of the data for analysis
- Challenges with exporting from Blue into QDA
- Developing resources for staff
- Plans for the future

Building the dictionary in WordStat

- One dictionary for ‘Best Aspect’ and Need Improvement’ with unit and teacher items.
- Using Word associations and phrases.
- Context for dictionary items.
- Using WordStat to build a dictionary.
- Applying Stemming to build a dictionary.

Preparation of the data for analysis

- Removing False positives and False negatives.
- Removing responses without text or words.
- Removing responses lacking valid context.
- Substituting teacher names with 'Teacher'.
- Enhancing quality in this process.

Challenges with exporting from Blue into QDA

- The count of categorised responses in QDA (WordStat) match the count generated by BTA.
- Student-unit responses are counted multiple times in WordStat with multiple teacher responses for a student-unit in Blue.
- Accounting for preparation of data for analyses (e.g. removal of false negatives).

Developing resources for staff

- Creating dictionaries, utilise BTA & WordStat and importance of flagging links between using applications to maximise efficiency.
- Understanding meaning of categories, sub-categories and specific themes.
- Explanation of tables and figures and methodology to categorise comments.

Plans for the future

- Utilisation of BTA for each survey cycle with customised dictionary.
- Utilisation of WordStat for detailed reporting requirements and multiple levels of analyses.
- Continuous refinement of dictionaries in consultation with staff.