



Bluenotes **APAC** 2018
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Relational demographics at work in teaching evaluations

- *Presented by : Paul Keitley (University of New South Wales)*



Topics

- Setting the Scene
- Challenges
- What we wanted
- What we got
- The bonus
- The ongoing challenge



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Setting the Scene



About Me

- Joined UNSW as the sole Blue System Administrator in February 2017.
- Previously National System Administrator of the case management & reporting system at the Australian Securities & Investments Commission (Enforcement division).



About UNSW

- The main UNSW campus is located on a 38 hectare site at Kensington, seven kilometres from the centre of Sydney. Other major campuses are Art & Design in Paddington and UNSW Canberra at the Australian Defence Force Academy.



About UNSW

- 10 Faculties, with 54 Schools
 - ‘Survey Administrators’ appointed from each School to assist with data preparation and engagement.
- 50,000+ students, across Undergraduate, Postgraduate and Research programs.
- 2,000+ courses conducted each semester.



How UNSW uses Blue

- Branded as 'myExperience'.
- Students asked to provide feedback on their courses and teachers each semester.
- Most courses are evaluated ('if not, why not' basis).
- Reports are segregated:
 - Teachers only see their own teaching reports.
 - Course Convenors only see their course reports.



How UNSW uses Blue

- ‘Closing the Loop’ strategy is designed to let students see how their feedback (and the feedback of their predecessors) has shaped improvements to courses.

Previous students told us:

We have responded to this feedback by:



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Challenges



Challenges we faced

- Surveys conducted at the Class level.
 - Resulted in multiple survey links per student, per course.
 - ‘Survey fatigue’ was a likely factor (219,591 FO tasks in S2, 2017).



Challenges we faced

- Even with our Survey Administrators using DIG, our data wasn't always accurate.
 - Tutors would swap classes without informing the Survey Admins.
 - Resulted in responses being invalidated & reports being stopped.



Challenges we faced

- With 10 Faculties & 54 Schools, updating report viewers for Teaching reports, Course reports and School & Faculty reports was becoming more time consuming with each teaching period.



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What we wanted



We wanted

- To conduct surveys at the Course level.
 - Students only presented with 1 link per course – to help reduce survey fatigue.
 - Students select their instructors – class swaps become irrelevant.
 - Retain class-level information for analysis if required.



The problem

- Allowing students to select their instructors from a list meant risking that students may not select ANY instructors.
- We needed to ensure that the Lecturers (who all students should be rating) were selected.



We needed

- To identify the role that the instructors played in each course.
- To have lecturers pre-selected in the Secondary Subject Selection.
- To have other instructor roles (e.g. tutors) available for selection.



We needed

- Relational Demographics



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What we got



We got Blue7



We got Relational Demographics

- Our Course/Instructor relationship file now identifies the role each staff member plays for each course – be it Lecturer or other.
- Our Secondary Subject Selection page (as part of the survey) now has lecturers pre-selected and mandatory, whereas other roles are optional.

myExperience - Summer for ECON2101 Microeconomics 2

★ **ECON2101 Microeconomics 2**

Please respond to all of the questions below

	Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly Agree
I felt part of a learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback helped me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The digital resources helped me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment tasks were appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of assessment was appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

★ Overall I was satisfied with the quality of the teaching

	Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

★ Overall I was satisfied with the quality of the course

	Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What were the best things about this course?

What could be improved?

myExperience - Summer for ECON2101 Microeconomics 2

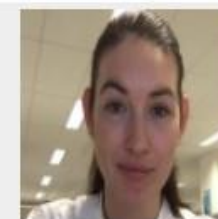
? Please identify your instructors

Paul Keitley (Instructor)



Keelin George (Lecturer)





Keelin George

	Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree	Not applicable
Keelin George encouraged student participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keelin George provided helpful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★ Overall I was satisfied with the quality of Keelin George's teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The best features of Keelin George's teaching were

Keelin George's teaching could be improved by

Please click on the SUBMIT button to complete the survey

Interim responses saved.



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The bonus



We also got Dynamic Report Viewer Access

- We set up the Hierarchy & Organisational Roles.
- Viewer changes which used to take hours (retrospective access changes required) are now completed within 1-2 minutes.

Organizational Links

	Name	Link to Subject	Hierarchy	Relationship to Users	Edit
<input type="radio"/>	Dynamic Viewers	Course	HIERARCHY	DYNAMIC REPORT VIEWERS	Edit

[Delete](#) [Set Organizational Link](#)

Edit Organizational Links ✕

Name: en ★

Hierarchy: ★

Link to Subject: ★

Relationship to Users: ★

Map the subject fields to the hierarchy levels (the first level is optional).

(1) University:

(2) Faculty: ★

(3) School: ★

Mapping results of 210 users to the hierarchy
 202 users were mapped.

Error details for the 8 unmapped users

- 8 users belong to a level that does not exist in this hierarchy.
- 0 users have been assigned roles that are not in the system.
- 0 users in the relationship datasource cannot be found in the associated user datasource.

[User Mapping Log](#)

Mapping results from 5824 subjects to the hierarchy

- 5824 subjects logically mapped to University level
- 5824 subjects mapped to Faculty level
- 5824 subjects mapped to School level

[Subject Mapping Log](#)

[Verify Mapping](#) [Update](#) [Cancel](#)

Dynamic Group Connections

Faculty Connected

School Connected

UNSW Disconnected

Dynamic Viewers List

Get Latest

10 per page 38849 items Page 3 / 3885

Report	Report Viewer	User Role	Dynamic Viewer Group
ACCT1501 Accounting & Financial Mgt 1A	Yelda S	School Viewer	School
ACCT1501 Accounting & Financial Mgt 1A	Mandy C	School Viewer	School
ACCT1501 Accounting & Financial Mgt 1A	Kathy S	Faculty Viewer	Faculty
ACCT1501 Accounting & Financial Mgt 1A	Leanne M	Faculty Viewer	Faculty
ACCT1501 Accounting & Financial Mgt 1A	Anthea S	Faculty Viewer	Faculty
ACCT1501 Accounting & Financial Mgt 1A	James M	Faculty Viewer	Faculty
ACCT1501 Accounting & Financial Mgt 1A	Tracy W	Faculty Viewer	Faculty
ACCT1501 Accounting & Financial Mgt 1A	Leisa S	Faculty Viewer	Faculty



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The ongoing challenge



There's still work to be done

- Identifying the instructor's role is currently a manual process.
 - We're looking forward to having this available in DIG.
- Ad-hoc reporting at class level needs to be maintained as an option.
 - This is also a manual process for us at present.



Recap

- Setting the Scene
- Challenges
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Thank you!

- Questions?