LJMU Module Evaluation Journey: onwards and upwards

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- 22,400 students (around 18,300 undergraduate and 4,100 postgraduate students)

- 35th largest university in the UK by total student population.

Blue at LJMU

- Piloted in 2014-15 in one Faculty followed by a thorough evaluation

- Ability to add module specific self-written questions (QP) and reporting on programme level were attractive functionalities

- Have been using Blue for four years for module evaluation only

- Central team (Academic Registry and Teaching and Learning Academy) - 4 people

Recent developments

- Moved to Canvas in 2017
- Changed structure of modules – year long to semesterised
- Attempted mid-module evaluation for all modules
- Module evaluation responsive to institutional changes

Recent developments

explorance.

Changed survey timing

Developed additional guidance

Canvas integration

Work closely with Student Union

Pilot individual teacher evaluations

Extended QP options to 5

Added to bank of QP questions

Introduced student reports

Teaching and Learning Academy

Student engagement

Raising awareness, closing feedback loop:

- Engaging students via course reps/Students Union (facilitated workshop discussions)

   Understanding disengagement/contributory factors

   Showing/discussing evaluation reports that staff receive

- Timing brought forward to close feedback loop

- Published student reports – scores only

Student engagement

Enhancing quality/usability of student evaluations:

Additional guidance on:

      how to leave constructive comments

      avoiding unconscious bias

      anonymity aspects (via comments)

      frequently asked questions

Need to find easy, accessible way for student to access guidance

Response rates:

In class completion works well, but not all module leaders on board; some student reps not confident in facilitating this; synch issues disabled links

Staff Engagement
Guidance

- Option to add more than two extra questions.

- Extended the amount of time given to staff to add questions.

- Developed guidance for writing quality self-written questions.

- [To QP or not to QP](#)

Question Length
Questions that are too long can become confusing and are more prone to being double-barrelled.

✗	Rather than all group members automatically receiving the same mark for the group presentation, the use of WebPA was a fair way to allow marks to be adjusted to take into consideration an individual's contribution to the assessment.
✓	WebPA is a fair way to mark individual's contribution to the assessment.

Bias and Leading Questions
When writing questions please try to avoid wording in a way that could lead a student to answer in a certain way. For example:

✗	It would be better to have a one hour workshop provided by an instructor and more time for independent online learning.
✓	Do you have any recommendations for how the structure of the module can be improved to best support your learning?

Double-barrelled
Questions that cover multiple topics are hard for students to answer and analyse. The examples below highlight how any scale answer would not provide enough information about which aspects of the question the students agreed or disagreed with.

✗	The online resource provided an easier and more effective method of recording my progress, along with a higher frequency of updating my supervisor and faster way of obtaining feedback?
✓	The online resource was an effective method of recording progress?
✗	The module has covered more areas than I expected and I feel I now have a broader perspective and enhanced capability in various aspects of XXX.
✓	I feel the module has enhanced my capability in aspects of XXX.

2018-19 Module evaluation for CLIMATE CHANGE (5307NATSCI-2018-S2)

Messages

☑ When this icon is visible, you can modify text.

There are no errors to display

Instructions [Hide]

You can select up to five additional questions for your module questionnaire. These questions may be written by you, or you can select from a list of bank questions. Select questions by pressing **Select.** *Don't forget to* **submit** *your choices. If you don't want to add any questions just press* **Submit.**

| Preview Questionnaire | | View | All items ▼ | All options ▼ |

| Module Questions | | ✓ Selected | Deselect |

| Preview | Please rate the following aspects of your module: | ✓ Selected | Deselect |

| Preview | Overall, I am satisfied with the quality of this module | ✓ Selected | Deselect |

| Preview | Please comment on the most interesting aspect of this module: | ✓ Selected | Deselect |

| Preview | Please comment on how this module could be improved: | ✓ Selected | Deselect |

Additional module specific questions - you can add up to 5 questions

▲ Collapse Section | ▼ Open All Questions

Student Engagement

▼ Show Section

Student Voice

▼ Show Section

Feedback

▼ Show Section

Teaching Delivery

▼ Show Section

Learner Support

▼ Show Section

Skills Acquisition

▼ Show Section

Assessment

▼ Show Section

Learning Resources

▼ Show Section

Canvas/Online Learning

▼ Show Section

Research/practice

▼ Show Section

Workload

▼ Show Section

Intellectual Motivation

▼ Show Section

Collaborative Learning/ Teamwork

▼ Show Section

Placements

▼ Show Section

Field trip/ Fieldwork

▼ Show Section

Guest Speaker

▼ Show Section

Attendance

▼ Show Section

Generic Module Questions

▼ Show Section

Write your own Questions

▼ Show Section

Student Engagement

▼ Show Section

Student Voice

▲ Collapse Section   ▼ Open All Questions

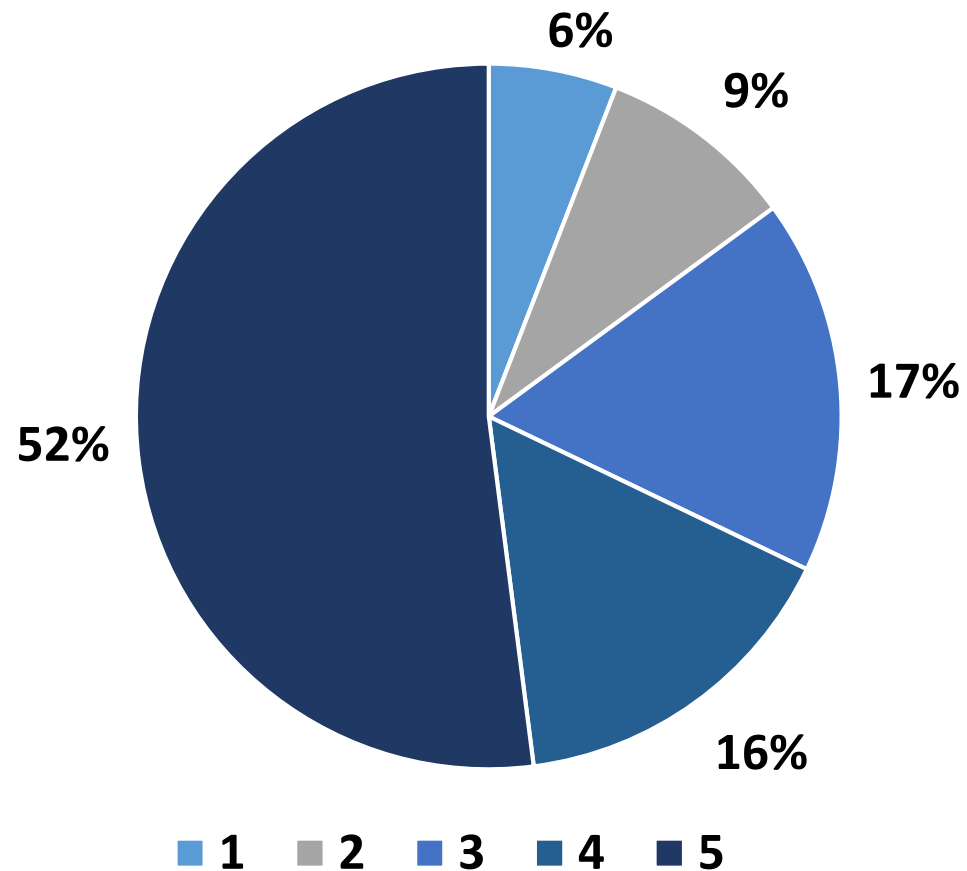| Preview | It is clear how students' feedback on the course has been acted on | Select | X Deselected |
Preview	Staff value students' views and opinions about the course.	Select	X Deselected
Preview	I have had the right opportunities to provide feedback on my course.	Select	X Deselected
Preview	The lecturers have responded to student feedback.	Select	X Deselected

Feedback

▼ Show Section

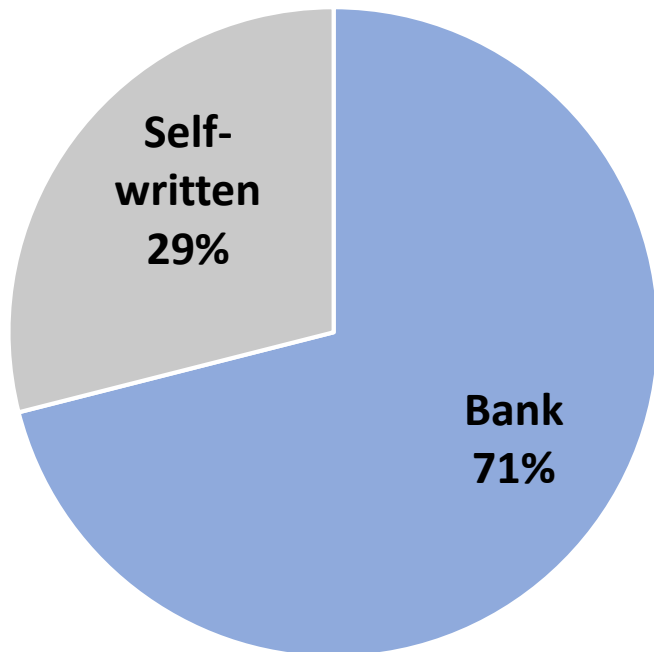**Teaching Delivery**

▼ Show Section

QP usage by module

- 21% of modules in semester 1 had personalised questions.
- 52% of modules that selected personalised questions used all five available questions.

Number of QP selected	Count of Modules
0	822
1	13
2	20
3	38
4	35
5	115

Bank questions vs. self written questions

Self-written 29%

Bank 71%

- 221 modules selected questions from the bank or self written

- 157 from bank (71%)

- 64 (29%) modules used option to write their own question

- Total of 1104 QP questions including from bank and self written and across all modules
  - 104 self written – 9%

Most popular added questions

Question	Number of times selected
How would you rate your attendance in this module?	64
The Canvas site for this module was helpful.	63
Click on the Edit button to replace with your own words.	61
The teaching staff were happy to answer questions in class or via email	52
The module has stimulated my interest in the field of study.	30
The standard of teaching on this module is high.	29
The workload on this module is manageable.	29
The skills taught on this module will be useful for my future career.	25
Click on the Edit button to replace with your own words.	24
This module encouraged me to take responsibility for my learning	23
The pace of the lectures/seminars was:	23
The module helps me understand real world applications of the subject area	23

Quality of self-written questions

- There were a lot less self written questions compared with the previous year but more questions selected from the bank

- The self-written questions are very specific - asking for feedback on a particular intervention / assessment method / resource / learning etc

- The quality of the self-written questions were improved compared with last year.
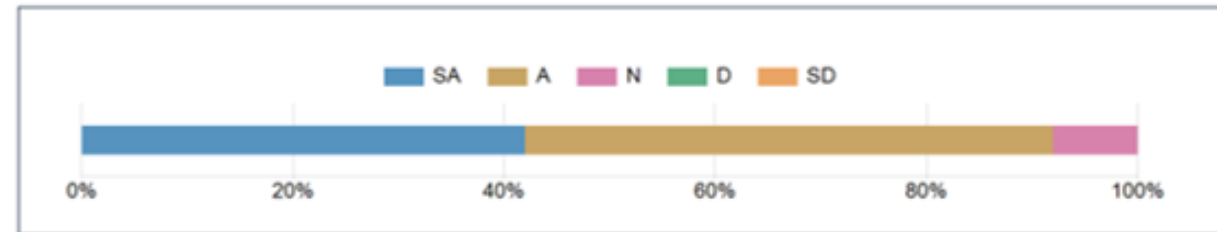
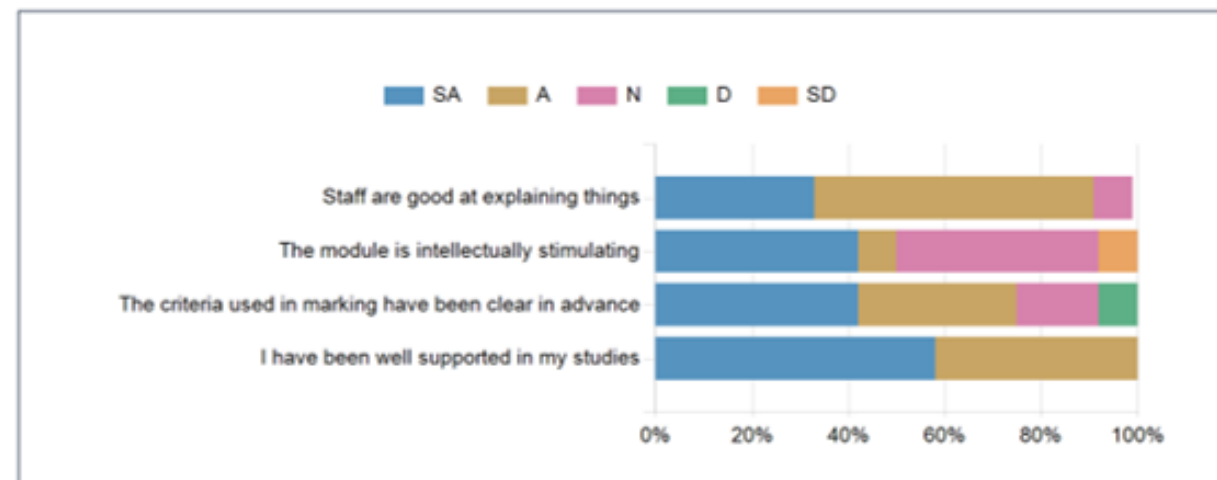# Challenges and successes

- Student reports

Challenges and successes

- Individual teacher pilot

Challenges and successes

- Programme level reports
- Integration with Canvas

Next steps

- Better publicity and communications

- Improve links with Faculties

- Enhanced integration with CANVAS

Thank you

Any Questions?