



Bluenotes **GLOBAL** 2020  
VIRTUAL EXPERIENCE

# Conference Program

AUGUST 3-4 EST

# 2020

***Harnessing the Power of Feedback  
To Advance Transformation  
in Teaching and Learning***



## About Explorance

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Explorance is a Journey Analytics provider that empowers organizations in making the right decisions with fact-based feedback data. Through its main offerings Blue and Metrics That Matter (MTM), Explorance is at the heart of the learning organization's continuous improvement strategy.

Founded in 2003, Explorance is headquartered in Montreal with business units in Chicago, Chennai, Melbourne, Amman, and London. Since 2014, Explorance has been consecutively ranked as a top employer by the Great Places to Work Institute. Explorance's clients include a wide variety of learning organizations from various segments including academia, enterprise, consulting, and government across the globe. Learn more about the [Explorance approach](#).



Explorance is honored to sponsor the Bluenotes Group's learning activities. The Bluenotes Group is a united family of Blue users in Higher Education who connect to share successes and lessons learned and discuss new ideas. Since 2014, the Bluenotes Group hosts annual conferences and local chapter activities connecting community members regardless of where they are located. The Bluenotes conferences, aspiring to be a global exchange of ideas for feedback-based continuous improvement in student learning and development, have been attended by over 750 community members from nearly 300 institutions globally. Follow the Bluenotes Group on [LinkedIn](#), [Facebook](#), [Twitter](#) and join in the conversation!

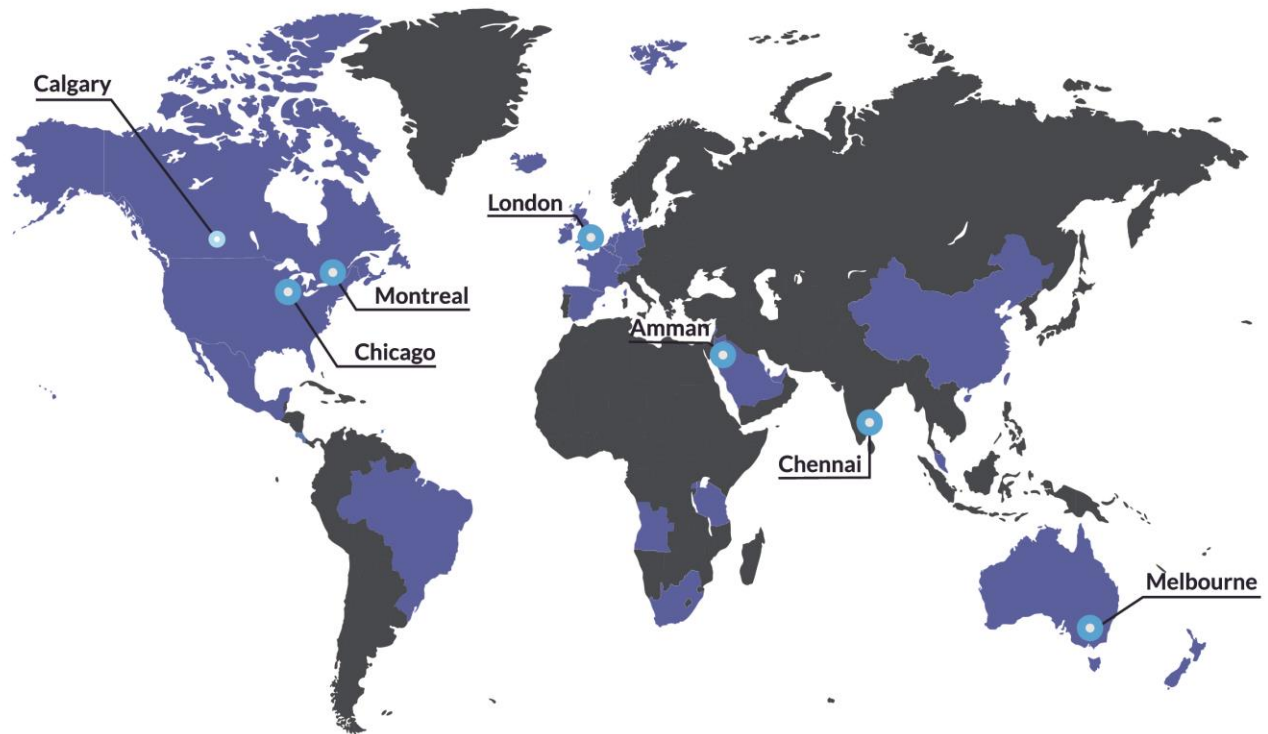
# explorance.

## Explorance

- Explorance Office
  - Explorance Satellite Employee
- 250 Employees

## Customers Worldwide

- 45 Countries
- ~1000 Institutions and Organizations



## Keynote Speaker, The Americas Track



### **Salma Ghanem, PhD, Provost, DePaul University**

**Keynote Speech:** *The Dialectical Tension in the Relationship of Faculty and Administration: An Intercultural and Communication Approach*

Higher education is facing many challenges and the current COVID crisis is testing universities even further. One of the positive outcomes of the current situation is the unleashed creativity. The willingness to explore new paradigms needs to be harnessed as we move forward. Leadership is context bound and how to lead in an educational setting is very different than leading in the world of politics or business. Not much can happen in world of higher education without faculty buy in. While both faculty and administrators care deeply about their institutions, they view the enterprise very differently. Using an intercultural communication framework to understand the sometimes-opposing perspectives would strengthen the vision of an institution and provide a trajectory for success.

Dr. Salma Ghanem was appointed Interim Provost on July 1, 2019. She had served as Acting Provost since October 2018. Ghanem joined DePaul in August 2014 as dean of the College of Communication. Prior to joining DePaul, she served as dean of the College of Communication and Fine Arts at Central Michigan University. She also held the position of chair of the Department of Communication at the University of Texas Pan American. Dr. Ghanem embraces diversity both personally and professionally. Her intercultural experiences have helped her transcend cultural and racial boundaries. She is fluent in Arabic and French and has considerable skill in Spanish. She taught for 15 years at the University of Texas-Pan American, a Hispanic Serving Institution. She also taught in several study-abroad programs in Spain, Egypt, Turkey, Austria and Germany. Ghanem received multiple awards for research and teaching and has published and presented nationally and internationally. She is the founding editor of the *Agenda Setting Journal* and a board member of the International Association for Intercultural Communication Studies. She earned a PhD in Journalism from the University of Texas at Austin in 1996.

## Keynote Speaker, The EMEA Track



**Ailsa Crum, PhD, Head of Quality and Enhancement, The Quality Assurance Agency, Scotland**

**Keynote Speech:** *Students as Partners or Customers? Does Our Relationship with Students Affect How We Hear and Respond to the Student Voice?*

This keynote speech considers how we engage students and how we intend to use the student views we gather. It introduces some of the insights and tools developed as part of the current Enhancement Theme, Evidence for Enhancement and related projects.

Dr Ailsa Crum is Head of Quality & Enhancement at QAA Scotland, which involves overseeing the review and enhancement activities designed and delivered in close association with the Scottish university sector and its students. She has a range of sector engagements (e.g. Scottish Funding Council and SCQF Partnership) and links outside the UK including with: the Academic Quality Agency for New Zealand Universities, the European Quality Audit Network, Quality and Qualifications Ireland (QQI) and the University of Limerick. She is experienced in national strategy and policy design and delivery, engaging Government, multi-agencies and students in policy creation, implementation, and communication. Outside work, she has a research interest in literary memoir and all forms of storytelling.

# Conference Schedule at a Glance

## Day 1, Monday August 3, Starting at 5AM EST

Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 1		
EMEA Time Zone Friendly Track	1:00 AM	2:00 AM	5:00 AM	10:00 AM	11:00 AM	1:00 PM	5:00 PM	7:00 PM	Opening and Welcome Remarks, John Atherton & Samer Jaffar, Explorance		
	1:10 AM	2:10 AM	5:10 AM	10:10 AM	11:10 AM	1:10 PM	5:10 PM	7:10 PM	<b>Keynote Speech:</b> <b>Students as Partners or Customers? Does Our Relationship with Students Affect How We Hear and Respond to the Student Voice?</b> Dr. Ailsa Crum, Head of Quality and Enhancement, QAA Scotland		
	2:10 AM	3:10 AM	6:10 AM	11:10 AM	12:10 PM	2:10 PM	6:10 PM	8:10 PM			
	2:15 AM	3:15 AM	6:15 AM	11:15 AM	12:15 PM	2:15 PM	6:15 PM	8:15 PM	<b>Track: Implementation Insights - CE</b>  <b>To Question Bank or not to Question Bank – That is the Question</b> Julie Mulvey, Durham University	<b>Track: Leadership &amp; Analytics</b>  <b>VLE Engagement as a Predictor for Module Evaluation Completion?</b> Phil Rothwell, Graham Sherwood, & Elena Zaitseva, Liverpool John Moores University	<b>Faculty Research Grant: Learning Outside the Box: a Data-driven, Cross-sectional Learner Behaviour Analysis</b> María Óskarsdóttir & Anna Sigríður Íslind, Reykjavík University
	2:55 AM	3:55 AM	6:55 AM	11:55 AM	12:55 PM	2:55 AM	6:55 PM	8:55 PM	<b>Track: Implementation Insights - CE</b>  <b>More than TWO Birds with One Stone</b> Bongani Mashaba, University of Johannesburg	<b>Track: Implementation Insights - Feedback Process</b>  <b>Using Blue as an Assessment Tool for Learning</b> Leyla Rizkallah, Lebanese American University	<b>Track: Implementation Insights - CE</b>  <b>Implementing Blue at Copenhagen Business School and Standardising Evaluations</b> Mette Dybkjær Hansen, Copenhagen Business School
	3:00 AM	4:00 AM	7:00 AM	12:00 PM	1:00 PM	3:00 PM	7:00 PM	9:00 PM			
	3:40 AM	4:40 AM	7:40 AM	12:40 PM	1:40 PM	3:40 PM	7:40 PM	9:40 PM			



Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 1
	3:45 AM	4:45 AM	7:45 AM	12:45 PM	1:45 PM	3:45 PM	7:45 PM	9:45 PM	<b>Track: Implementation Insights - CE</b>  <b>A Dynamic Approach to Implementation of Blue at Strathclyde</b> Brian Green, Caroline Breslin, Jacqueline Jahn, & Lorna Robertson, University of Strathclyde
	4:25 AM	5:25 AM	8:25 AM	1:25 PM	2:25 PM	4:25 PM	8:25 PM	10:25 PM	<b>Track: Implementation Insights - Feedback Process</b>  <b>Evolving Explorance Blue: from Staff Transitions to COVID-19</b> Sarah Williamson & Matt Aldred, Loughborough University
	4:30 AM	5:30 AM	8:30 AM	1:30 PM	2:30 PM	4:30 PM	8:30 PM	10:30 PM	
									<b>Faculty Research Grant: Investigating the Relationships between the Learning Ecology, Self-efficacy, and Academic Achievement after COVID-19</b> Sadiq Midraj, Zayed University, Jessica Midraj, & Asli Hassan, Khalifa University, Jake Madden, Al Yasat Private School
									<b>Debate: Student Evaluations of Teaching are an Important Assessment Tool for Evaluating Overall Faculty Performance</b> <b>Debate Facilitator:</b> Samer Jaffar, Explorance <b>Supporting/Affirmative:</b> Sarah Williamson, Loughborough University TBC <b>Opposing/Negative:</b> Diane Nauffal, Lebanese American University Graham Sherwood, Liverpool John Moores University
	5:25 AM	6:25 AM	9:25 AM	2:25 PM	3:25 PM	5:25 PM	9:25 PM	11:25 PM	
	5:30 AM	6:30 AM	9:30 AM	2:30 PM	3:30 PM	5:30 PM	9:30 PM	11:30 PM	Virtual Game Prize winner
									Break



Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 1		
NA Time Zone Friendly Track	6:30 AM	7:30 AM	10:30 AM	3:30 PM	4:30 PM	6:30 PM	10:30 PM	12:30 AM	Opening and Welcome Remark, Samer Saab, Explorance		
	6:40 AM	7:40 AM	10:40 AM	3:40 PM	4:40 PM	6:40 PM	10:40 PM	12:40 AM	<b>Congratulations to Faculty Grant Recipients</b> Robert Goldstein, University of Louisville		
	6:55 AM	7:55 AM	10:55 AM	3:55 PM	4:55 PM	6:55 PM	10:55 PM	12:55 AM			
	7:00 AM	8:00 AM	11:00 AM	4:00 PM	5:00 PM	7:00 PM	11:00 PM	1:00 AM	<b>Keynote Speech:</b> <b>The Dialectical Tension in the Relationship of Faculty and Administration: An Intercultural and Communication Approach</b> Dr. Salma Ghanem, Provost, DePaul University		
	8:00 AM	9:00 AM	12:00 PM	5:00 PM	6:00 PM	8:00 PM	12:00 AM	2:00 AM			
										Lunch Break	
	9:00 AM	10:00 AM	1:00 PM	6:00 PM	7:00 PM	9:00 PM	1:00 AM	3:00 AM	<b>Track: Leadership &amp; Analytics</b>  <b>Understanding the Impact of an 'Overall' SRI Question</b> Brad Wuetherick & Bruno Roy, Dalhousie University	<b>Track: Faculty Engagement</b>  <b>Empowering Faculty with Access to Data: Implementing the Instructor Feedback Dashboard (IFD) at OHSU</b> Larry Williams, OHSU & Hossein Moosavi, Explorance	<b>Faculty Research Grant:</b>  <b>Analyzing the Use of a Long-Term Care Administration Simulation Tool in the Classroom and its Effect on Student Performance</b> David G. Wolf, Bellarmine University
	9:40 AM	10:40 AM	1:40 PM	6:40 PM	7:40 PM	9:40 PM	1:40 AM	3:40 AM	<b>Track: Leadership &amp; Analytics</b>  <b>Chaos and Opportunity: COVID-19 at the University of Minnesota</b> Ole Gram, Dan Glover, Stephanie Klein, & Adam Lenczuk, University of Minnesota	<b>Track: Faculty Engagement</b>  <b>Mindfulness in the Learning Environment: Empowering Faculty and Students through Formative Feedback</b> Marius Boboc, Cleveland State University & Kimberlee Stedl, Explorance	<b>Faculty Research Grant:</b>  <b>Characterizing Gaps in Performance in Introductory STEM Courses</b> Linda Fuselier, University of Louisville
	9:45 AM	10:45 AM	1:45 PM	6:45 PM	7:45 PM	9:45 PM	1:45 AM	3:45 AM			
	10:25 AM	11:25 AM	2:25 PM	7:25 PM	8:25 PM	10:25 PM	2:25 AM	4:25 AM			





Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 1		
	10:30 AM	11:30 AM	2:30 PM	7:30 PM	8:30 PM	10:30 PM	2:30 AM	4:30 AM	<b>Track: Implementation Insights - CE</b>  <b>Creating Clinical Surveys for Students to Provide Feedback on Clinical Faculty &amp; Sites</b> Christina Bifulco & Joe Delaney, Rutgers University	<b>Workshop for Those Interested in Serving as Faculty Grant Proposal Reviewers</b> Robert Goldstein, University of Louisville	<b>Faculty Research Grant: Understanding the Academic Experience of International Students in Canada as a Cultural Transition Process</b> Irene Torres-Arends, Yorkville University
	11:10 AM	12:10 PM	3:10 PM	8:10 PM	9:10 PM	11:10 PM	3:10 AM	5:10 AM	<b>Track: Leadership &amp; Analytics</b>  <b>Using Large-scale Text Analysis to Create Recommendations for Effective Uses and Implementations of Educational Technologies</b> Gregory Hum, Brandon Tam, & Allie Dainow, University of Toronto	<b>Track: Faculty Engagement</b>  <b>The Administration and Faculty "Joint Venture" from Paper to Online to Improve Student Experience with our Course Evaluation Process</b> Matthew Kibler & Katherine Maynard, Washington College	<b>Faculty Research Grant: Investigating the Influence of Instructions and Questions on Student Evaluations of Teaching to Make SETs More Useful</b> Kate Ratliff, University of Florida
	11:15 AM	12:15 PM	3:15 PM	8:15 PM	9:15 PM	11:15 PM	3:15 AM	5:15 AM			
	11:55 AM	12:55 PM	3:55 PM	8:55 PM	9:55 PM	11:55 PM	3:55 AM	5:55 AM	<b>Track: Implementation Insights - CE</b>  <b>In Just a Few Clicks of the Mouse! Automate and Save Valuable Time with Blue</b> Steven Szeszko, Alamo Colleges District & Michael Lee Jones, Explorance	<b>Track: Implementation Insights - CE</b>  <b>The Only Constant is Change: Constantly Learning, Constantly Improving, The Case of the UNC at Chapel Hill's College of Arts and Sciences</b> Heather Thompson, University of North Carolina at Chapel Hill	<b>Faculty Research Grant: Do Instructor and Course Evaluations in STEM Gateway Courses Predict STEM Retention?</b> Joseph Rios, Stephanie Klein, & Samuel Ihlenfeldt, University of Minnesota
	12:00 PM	1:00 PM	4:00 PM	9:00 PM	10:00 PM	12:00 AM	4:00 AM	6:00 AM			
	12:40 PM	1:40 PM	4:40 PM	9:40 PM	10:40 PM	12:40 AM	4:40 AM	6:40 AM			



Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 1
	12:45 PM	1:45 PM	4:45 PM	9:45 PM	10:45 PM	12:45 AM	4:45 AM	6:45 AM	Virtual Game Prize winner
									Break
NA West Coast & APAC Time Zone Friendly Track	2:00 PM	3:00 PM	6:00 PM	11:00 PM	12:00 AM	2:00 AM	6:00 AM	8:00 AM	Welcome and Opening Remark, Tim Brennan, Explorance (August 4 in APAC)
	2:10 PM	3:10 PM	6:10 PM	11:10 PM	12:10 AM	2:10 AM	6:10 AM	8:10 AM	<b>Track: Leadership &amp; Analytics</b>
									<b>Multi-Domain 360-Degree Feedback for Whole-Person Leader Development in Academia and Beyond</b> Michelle Hammond, Oakland University & Gretchen Lester, San Jose State University
	2:50 PM	3:50 PM	6:50 PM	11:50 PM	12:50 AM	2:50 AM	6:50 AM	8:50 AM	
	5:00 PM	6:00 PM	8:00 PM	1:00 AM	2:00 AM	4:00 AM	8:00 AM	10:00 AM	<b>Track: Implementation Insights - CE</b>
	5:40 PM	6:40 PM	8:40 PM	1:40 AM	2:40 AM	4:40 AM	8:40 AM	10:40 AM	<b>Everything's OK Alarm:</b> <b>A Change in the Approach to Evaluations at the University of Newcastle</b> Meagan Morrissey, The University of Newcastle
	5:45 PM	6:45 PM	8:45 PM	1:45 AM	2:45 AM	4:45 AM	8:45 AM	10:45 AM	<b>APAC Panel: COVID-19 Impact on Course Evaluations</b> <b>Moderator:</b> Tim Brennan, Explorance <b>Panelists:</b> Carmen Goodridge, Murdoch University Clare Senior, University of Western Australia Keelin George, The University of New South Wales Tom Dun, The University of Melbourne
	6:45 PM	7:45 PM	9:45 PM	2:45 AM	3:45 AM	5:45 AM	9:45 AM	11:45 AM	
	6:50 PM	7:50 PM	9:50 PM	2:50 AM	3:50 AM	5:50 AM	9:50 AM	11:50 AM	<b>Faculty Research Grant:</b> <b>Reinforcing Learning Outcomes of Online Second Language Courses in Higher Education with Assessment Data Analytics</b> Yao WU, Xi'an Jiaotong Liverpool University
	7:30 PM	8:30 PM	10:30 PM	3:30 AM	4:30 AM	6:30 AM	10:30 AM	12:30 PM	
	7:35 PM	8:35 PM	10:35 PM	3:35 AM	4:35 AM	6:35 AM	10:35 AM	12:35 PM	<b>Track: Implementation Insights - CE</b>
8:15 PM	9:15 PM	11:15 PM	4:15 AM	5:15 AM	7:15 AM	11:15 AM	1:15 PM	<b>Tackling the Challenges of Course Evaluation Implementation Using Blue</b> Kiruthika Ragupathi & Beh Keng Khim, National University of Singapore	
8:20 PM	9:20 PM	11:20 PM	4:20 AM	5:20 AM	7:20 AM	11:20 AM	1:20 PM	TBC: Singapore	



Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 1
	9:00 PM	10:00 PM	12:00 AM	5:00 AM	6:00 AM	8:00 AM	12:00 PM	2:00 PM	
	9:05 PM	10:05 PM	12:05 AM	5:05 AM	6:05 AM	8:05 AM	12:05 PM	2:05 PM	Virtual Game Prize winner



### Day 2, Tuesday August 4, Starting at 5AM EST

Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 2		
EMEA Time Zone Friendly Track	1:00 AM	2:00 AM	5:00 AM	10:00 AM	11:00 AM	1:00 PM	5:00 PM	7:00 PM	Opening and Welcome Remark, John Atherton & Samer Jaffar, Explorance		
	1:05 AM	2:05 AM	5:05 AM	10:05 AM	11:05 AM	1:05 PM	5:05 PM	7:05 PM	<b>Panel:</b> <b>Can Formative Evaluation Tools such as Bluepulse Help Engage Students When Moving to Online Learning?</b> <b>Moderator:</b> John Atherton, Explorance <b>Panelists:</b> Caroline Breslin, University of Strathclyde Garmon ap Garth, Birkbeck, University of London Junaid Siddiqui, King Fahd University of Petroleum and Minerals TBC		
	2:00 AM	3:00 AM	6:00 AM	11:00 AM	12:00 PM	2:00 PM	6:00 PM	8:00 PM			
	2:05 AM	3:05 AM	6:05 AM	11:05 AM	12:05 PM	2:05 PM	6:05 PM	8:05 PM	<b>Track: Implementation Insights - CE</b>  <b>How to Increase ROI for Blue by Thinking Outside the (Evaluation) Box?</b> Rebekka Aðalsteinsdóttir, Reykjavik University	<b>Track: Leadership and Analytics</b>  <b>How to Define, Measure and Monitor Distance Learning KPIs at National Level</b> Maryam Khan, Ministry of Education - UAE	<b>Faculty Research Grant: Bringing Student Voice to Evaluation: Using Q Methodology for Creating a Student-Led Question Bank</b> Anna Law & Elena Zaitseva, Liverpool John Moores University
	2:45 AM	3:45 AM	6:45 AM	11:45 AM	12:45 AM	2:45 AM	6:45 PM	8:45 PM	<b>Track: Implementation Insights - CE</b>  <b>Leveraging Data to Improve Feedback Processes: What Counts in the Journey from Source to Analysis</b> Rita Kizito & Nthabiseng Mokoena,	<b>Track: Faculty Engagement</b>  <b>Supporting Faculty with the Shift to Online Course Delivery during COVID-19</b> Suzan Abu-Shakra, King Abdullah University	<b>Track: Implementation Insights - CE</b>  <b>Automated Midterm Evaluations</b> Mette Tikær Brock & Line Krog Heltoft, Aarhus University
	2:50 AM	3:50 AM	6:50 AM	11:50 AM	12:50 AM	2:50 AM	6:50 PM	8:50 PM			



Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 2			
	3:30 AM	4:30 AM	7:30 AM	12:30 PM	1:30 PM	3:30 PM	7:30 PM	9:30 PM	University of the Witwatersrand	of Science and Technology		
	3:35 AM	4:35 AM	7:35 AM	12:35 PM	1:35 PM	3:35 PM	7:35 PM	9:35 PM	<b>Track: Implementation Insights - CE</b>	<b>Track: Implementation Insights - CE</b>	<b>Track: Leadership &amp; Analytics</b>	
										<b>Towards Full Automation and Opportunities with Text Analytics and the National Student Survey</b> Debbie Ginsburg, Kingston University	<b>"You Spin Me Right Round": Using Blue to Close the Loop</b> Garmon ap Garth, Birkbeck University of London	<b>Promoting Evidence-based Decisions in a Tertiary Education Setting: A Case-study of a Start-up University of Medicine and Health Science</b> Farah Otaki, Mohammed Bin Rashid University of Medicine and Health Sciences
	4:15 AM	5:15 AM	8:15 AM	1:15 PM	2:15 PM	4:15 PM	8:15 PM	10:15 PM	Virtual Social Gathering, Virtual Game Prize winner, Closing Remarks, John Atherton & Samer Jaffar, Explorance			
	4:20 AM	5:20 AM	8:20 AM	1:20 PM	2:20 PM	4:20 PM	8:20 PM	10:20 PM				
5:30 AM	6:30 AM	9:30 AM	2:30 PM	3:30 PM	5:30 PM	9:30 PM	11:30 PM					
<b>NA Time Zone Friendly Track</b>	6:00 AM	7:00 AM	10:00 AM	3:00 PM	4:00 PM	6:00 PM	10:00 PM	12:00 AM	Opening and Welcome Remark, Becky Patterson, University of Louisville			
	6:05 AM	7:05 AM	10:05 AM	3:05 PM	4:05 PM	6:05 PM	10:05 PM	12:05 AM	<b>Panel: COVID-19 Impact on Course Evaluations – Policy, Process, People</b> <b>Moderator:</b> Stephanie Klein, University of Minnesota <b>Panelists:</b> Christina Bifulco, Rutgers University Cindy Davis, The Ohio State University Laura Winer, McGill University Lisa Votodian, University of Pittsburgh Ole Gram, University of Minnesota			
	7:00 AM	8:00 AM	11:00 AM	4:00 PM	5:00 PM	7:00 PM	11:00 PM	1:00 AM				



Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 2		
	7:05 AM	8:05 AM	11:05 AM	4:05 PM	5:05 PM	7:05 PM	11:05 PM	1:05 AM	<b>Track: Leadership &amp; Analytics</b>  <b>Promoting Evidence-based Decisions in a Tertiary Education Setting: A Case-study of a Start-up University of Medicine and Health Sciences</b> Farah Otaki, Mohammed Bin Rashid University of Medicine and Health Sciences	<b>Track: Implementation Sights - CE</b>  <b>The Mystery of Evaluating Custom Executive Education Programs: Revealed!</b> Pamela Knight & Virginia Sayer, University of Pennsylvania Wharton School, Michael Lee Jones, Explorance	<b>Faculty Research Grant: What Makes Feedback Usable for Instructors?</b> Leanne Stevens, Swasti Arora, and Jennifer Stamp, Dalhousie University
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	7:45 AM	8:45 AM	11:45 AM	4:45 PM	5:45 PM	7:45 PM	11:45 PM	1:45 AM			
									Break		
	9:00 AM	10:00 AM	1:00 PM	6:00 PM	7:00 PM	9:00 PM	1:00 AM	3:00 AM	<b>Track: Leadership &amp; Analytics</b>  <b>Are Institutions Ready for Analytics? Privacy, Confidentiality, Policies</b> Rebecca Katz, McGill University & Yeona Jang, Explorance	<b>Blue Experts Community Meetup</b> Co-chaired by Miles Lincoln, UC Berkeley & Daniel Glover, University of Minnesota	<b>Faculty Research Grant: Tracking the Impacts of First Term Experience</b> Darragh McNally, Ouanessa Bousbil, Adam Flanders, & Neil Lund, University of Maryland Global Campus
	9:40 AM	10:40 AM	1:40 PM	6:40 PM	7:40 PM	9:40 PM	1:40 AM	3:40 AM			
	9:45 AM	10:45 AM	1:45 PM	6:45 PM	7:45 PM	9:45 PM	1:45 AM	3:45 PM	TBC	University of Louisville	<b>Faculty Research Grant: Evaluating Diversity and Inclusion Pedagogy in Inclusive University Classrooms: A Helpful Tool</b> Esther Ohito, University of North Carolina at Chapel Hill &
	9:55 AM	10:55 AM	1:55 PM	6:55 PM	7:55 PM	9:55 PM	1:55 AM	3:55 AM			
	10:00 AM	11:00 AM	2:00 PM	7:00 PM	8:00 PM	10:00 PM	2:00 AM	4:00 AM			<b>MHS (Medical &amp; Health Sciences) Community Meetup</b> Co-chaired by



Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 2		
	10:25 AM	11:25 AM	2:25 PM	7:25 PM	8:25 PM	10:25 PM	2:25 AM	4:25 AM	<p><b>Track: Leadership &amp; Analytics</b></p> <p><b>Dynamic Rights for Your Dynamic Viewers</b> Stephen Rektenwald, Abilene Christian University</p> <p><b>Track: Implementation Insights - Feedback Process</b></p> <p><b>Putting BLUE to Work at Washtenaw Community College</b> Gloria Eccleston &amp; Amy N. Artilles, Washtenaw Community College</p>	<p>Larry Williams, Oregon Health and Science University &amp; Christina Pomykal, UNC Eshelman School of Pharmacy</p>	Joseph L. Lewis, Princeton University
	10:30 AM	11:30 AM	2:30 PM	7:30 PM	8:30 PM	10:30 PM	2:30 AM	4:30 AM			<p><b>Faculty Research Grant: Using Student Evaluations of Teaching to Practice of Effective Teaching Behaviors: A Case for "People-Focused" Analyses</b> Christopher T. Allen, Kennesaw State University</p>
	10:55 AM	11:55 AM	2:55 PM	7:55 PM	8:55 PM	10:55 PM	2:55 AM	4:55 AM			
	11:00 AM	12:00 PM	3:00 PM	8:00 PM	9:00 PM	11:00 PM	3:00 AM	5:00 AM			
	11:10 AM	12:10 PM	3:10 PM	8:10 PM	9:10 PM	11:10 PM	3:10 AM	5:10 AM			
	11:15 AM	12:15 PM	3:15 PM	8:15 PM	9:15 PM	11:15 PM	3:15 AM	5:15 AM		<p><b>Business Schools Community Meetup</b> Co-chaired by Rocky Moran, The Haas School of Business at UC Berkeley &amp; Pamela Knight, The Wharton School of the University of Pennsylvania</p> <p><b>Faculty Research Grant: Instructor-Selected Questions: Using Student Feedback to Improve Teaching Practice and Student Learning</b> Rochelle Tucker &amp; Kiran Bisra, Simon Fraser University</p>	
	11:55 AM	12:55 PM	3:55 PM	8:55 PM	9:55 PM	11:55 PM	3:55 AM	5:55 AM			
	12:00 PM	1:00 PM	4:00 PM	9:00 PM	10:00 PM	12:00 AM	4:00 AM	6:00 AM			
	1:30 PM	2:30 PM	5:30 PM	10:30 PM	11:30 PM	1:30 AM	5:30 AM	7:30 AM	<p>Virtual Social Gathering, Virtual Experience Game Prize winner, Closing Remarks, Yeona Jang &amp; Justin Taylor, Explorance</p>		
									Break		



Track by Region	AKST	PST	EST	BST	SAST	GMT+4, Dubai	GMT+8, Singapore	AEST	Day 2
NA West Coast & APAC Time Zone Friendly Track	3:00 PM	4:00 PM	7:00 PM	12:00 AM	1:00 AM	3:00 AM	7:00 AM	9:00 AM	Opening and Welcome Remark, Tim Brennan, Explorance, August 5 in APAC
	3:05 PM	4:05 PM	7:05 PM	12:05 AM	1:05 AM	3:05 AM	7:05 AM	9:05 AM	<b>Panel:</b> <b>Can Formative Evaluation tools such as Bluepulse Help Engage Students When Moving to Online Learning?</b> Moderator: Tim Brennan, Explorance <b>Panelists:</b> Elizabeth Santhanam, Australian Catholic University Meagan Morrissey, The University of Newcastle Rocky Moran, The Haas School of Business at UC Berkeley Taiwo Ande, California Lutheran University
	4:00 PM	5:00 PM	8:00 PM	1:00 AM	2:00 AM	4:00 AM	8:00 AM	10:00 AM	
	5:00 PM	8:00 PM	11:00 PM	2:00 AM	5:00 AM	7:00 AM	11:00 AM	1:00 PM	<b>Faculty Research Grant:</b>  <b>The Effect of Student-Centred Flipped Feeding Forward Approach on the Development of Employability Skills: Collaborative Group Work Context</b> Bhavani Sridharan, Australian Catholic University
	5:40 PM	8:40 PM	11:40 PM	2:40 AM	5:40 AM	7:40 AM	11:40 AM	1:40 PM	<b>Track: Implementation Insights - Feedback Process</b>  <b>Assessing Graduate Attributes with Blue 360</b> Evangeline Cheng & Ong Yi Ling, Singapore Polytechnic
	5:45 PM	8:45 PM	11:45 PM	2:45 AM	5:45 AM	7:45 AM	11:45 AM	1:45 PM	
	6:25 PM	9:25 PM	12:25 AM	3:25 AM	6:25 AM	8:25 AM	12:25 PM	2:25 PM	Virtual Social Networking Virtual Game Prize winner & Closing Remarks Tim Brennan, Explorance
	6:30 PM	9:30 PM	12:30 AM	3:30 AM	6:30 AM	8:30 AM	12:30 PM	2:30 PM	
7:30 PM	10:30 PM	1:30 AM	4:30 AM	7:30 AM	9:30 AM	1:30 PM	3:30 PM		



## Bluenotes Communities of Interest: Community Meetups

### **MHS (Medical & Health Sciences) Community Meetup**

**Co-chairs: Lawrence Williams, Oregon Health and Science University &  
Christina Pomykal, The UNC Eshelman School of Pharmacy**

Join the 2<sup>nd</sup> Medical and Health Sciences community meetup and connect with your peers to share, discuss, and problem-solve together to address unique requirements and challenges, which will also help shape Explorance's product roadmaps.

In this 2<sup>nd</sup> MHS community meetup, those who are working in MHS and/or supporting MHS's evaluation needs will connect to share and discuss in "lightning talk" format like below (not limited to) to facilitate getting to know each other, sharing, and problem solving together:

- My medical & health sciences program is different from the rest of my university because... How do you address these challenges or differences in your evaluations?
- We plan to do "x and y" in the near future. Who in the community can provide advice or examples?

### **Business School Community Meetup**

**Co-chairs: Rocky Moran, The Haas School of Business at UC Berkeley &  
Pamela Knight, The Wharton School of the University of Pennsylvania**

Bluenotes community members working in Business Schools and/or supporting Business Schools' evaluation needs are coming together to connect and share. This is the inaugural session, so the co-chairs said "you don't want to miss out: After all, five years down the line it will be extra cool being able to say you've been with us since the start--and in 2020 of all years!"

In a virtual roundtable discussion format, attendees will introduce each other and address a few specific topics:

- How have the circumstances of COVID and 2020 "online education" affected your institution?
- How do you manage to keep response rates up with online evaluations, and how were they affected this past semester?
- Talk about any unique business school requirements for evaluations in general

Join the Business School community meetup and connect with your peers to share, discuss, and problem-solve together to address unique requirements and challenges, which helps shape Explorance's future product directions. This is the inaugural meetup.

### **Blue Experts Community Meetup**

**Co-chairs: Daniel Glover, University of Minnesota &  
Miles Lincoln, UC Berkeley**

The Blue Experts community meetup is for certified Blue Experts to connect with each other, share what they are working on, and discuss how to grow the Blue Experts Community together to make Blue Experts more effective in their institutions.

It is a closed session for the certified Blue Experts (the discussion is going on by certified Blue Experts to plan the meetup so as to make the meetup meaningful and beneficial all the certified Blue Experts who are joining the meetup. Join this discussion on [the Blue Experts Community forum](#)).

## Panels and Debates

**Panel EMEA:** Can Formative Evaluation tools such as Bluepulse Help Engage Students When Moving to Online Learning?

**Moderator:** TBD

**Panelists:** Garmon Ap Garth, Birkbeck, University of London;  
Caroline Breslin, University of Strathclyde;  
TBD

Whether we use synchronous or asynchronous online sessions, whether we call it distance or virtual learning, universities are challenged to provide a meaningful educational experience virtually as the Higher Education world grapples with the impact of COVID-19. While this type of learning is not exactly new, it is new to many of us and has caused us to quickly shift our practices. This panel discussion will consider if formative evaluation tools can be used to help universities when moving to online learning, to check what is working well, what's not working well and identify areas for improved student engagement in the virtual leaning space.

**Panel NA:** Impact of COVID-19 Pandemic on Course Evaluation Programs – Policy, Process, People

**Moderator:** Stephanie Klein, University of Minnesota

**Panelists:** Christina Bifulco, Rutgers University  
Cindy Davis, The Ohio State University;  
Laura Winer, McGill University;  
Lisa Votodian, University of Pittsburgh;  
Ole Gram, University of Minnesota

Panelists from multiple institutions in North America will discuss their experience in handling the impact of the COVID-19 pandemic on their course evaluation programs - including challenges faced in getting decisions on the changes that needed to be made (such as new questions to be added in existing course evaluation questionnaires or other surveys to gather feedback from students) and lessons learned from addressing these challenges. Panelists will also reflect for the future, based on what worked well and what did not, and discuss the remaining uncertainties and open issues that need to be addressed for the upcoming fall semester.

**Panel APAC:** Impact of COVID-19 Pandemic on Course Evaluation Programs – Policy, Process, People

**Moderator:** Tim Brennan, Explorance

**Panelists:** Carmen Goodridge, Murdoch University;  
Clare Senior, University of Western Australia;  
Tom Dun, The University of Melbourne;  
TBD

Panelists from multiple institutions in APAC will discuss their experience in handling the impact of the COVID-19 pandemic on their course evaluation programs - including challenges faced in getting decisions on the changes that needed to be made (such as new questions to be added in existing course evaluation questionnaires or other surveys to gather feedback from students) and lessons learned from addressing these challenges. Panelists will also reflect for the future, based on what worked well and what did not, and discuss the remaining uncertainties and open issues that need to be addressed for the upcoming fall semester.

**Debate APAC:** **Can Formative Evaluation tools such as Bluepulse Help Engage Students When Moving to Online Learning?**

**Moderator:** **Tim Brennan, Explorance**

**Panelists:** **Elizabeth Santhanam, Australian Catholic University**  
**Meagan Morrissey, The University of Newcastle**  
**Taiwo Ande, California Lutheran University**  
**TBD**

Whether we use synchronous or asynchronous online sessions, whether we call it distance or virtual learning, universities are challenged to provide a meaningful educational experience virtually as the Higher Education world grapples with the impact of COVID-19. While this type of learning is not exactly new, it is new to many of us and has caused us to quickly shift our practices. This panel discussion will consider if formative evaluation tools can be used to help universities when moving to online learning, to check what is working well, what's not working well and identify areas for improved student engagement in the virtual learning space.

**Debate EMEA:** **Student Evaluations of Teaching are an Important Assessment Tool for Evaluating Overall Faculty Performance**

**Moderator:** **Samer Jaffar, Explorance**

**Panelists:** **Diane Nauffal, Lebanese American University**  
**Graham Sherwood, Liverpool John Moores University**  
**Sarah Williamson, Loughborough University**

This debate will examine the importance of student evaluations and to what degree it should be used as an assessment tool for evaluating overall faculty performance. Several institutions use student evaluations as an important criterion to form a part of the teacher's performance and promotion review while others argue that it should only be considered for improving the teaching and overall learning experience. The panelists will argue for and against the motion while the audience will be given the chance to vote before and after the panelists' discussions.

## Community-led Conference Sessions

(Alphabetically ordered by Presenter's first name by Track)

<b>Track:</b>	<b>Faculty Engagement</b>
<b>Title:</b>	<b>Empowering Faculty with Access to Data: Implementing the Instructor Feedback Dashboard at Oregon Health &amp; Science University</b>
<b>Presenter(s):</b>	<b>Lawrence Williams, OHSU &amp; Hossein Moosavi, Explorance</b>
<p>Can an instructor improve their teaching by reviewing feedback in student evaluations? The answer in literature and in anecdotes is yes. But how do you easily show an instructor their quantitative and qualitative scores in a meaningful manner? Can you show performance over time? Using the Instructor Feedback Dashboard (IFD), an institution allows instructors to quickly access and interpret evaluation data, review performance scores across academic terms, assess comments, and more. Join Lawrence Williams, MS, from OHSU and Hossein Moosavi from Explorance on how a health sciences institution worked with Explorance to implement this solution. We'll cover the implementation process, lessons learned, and provide advice to anyone interested in implementing the IFD to their Blue suite.</p>	
<b>Track:</b>	<b>Faculty Engagement</b>
<b>Title:</b>	<b>Mindfulness in the Learning Environment: Empowering Faculty and Students through Formative Feedback</b>
<b>Interviewer:</b>	<b>Kimberlee Stedl, Explorance</b>
<b>Interviewee:</b>	<b>Dr. Marius Boboc, Vice Provost of Academic Planning, Cleveland State University</b>
<p>Join us as we interview Dr. Marius Boboc, Vice Provost of Academic Planning at Cleveland State University, to discuss formative feedback in the learning environment. We will be discussing formative feedback strategies utilized by faculty to engage learners for the development of their performance to achieve desired learning goals. Using formative feedback in parallel with summative feedback avoids unknown gaps, undesired learning outcomes, and increases student engagement.</p>	
<b>Track:</b>	<b>Faculty Engagement</b>
<b>Title:</b>	<b>The Administration and Faculty "Joint Venture" from Paper to Online to Improve Student Experience with our Course Evaluation Process</b>
<b>Presenter(s):</b>	<b>Dr. Matthew Kibler &amp; Professor Katherine Maynard, Washington College</b>
<p>The move from paper to online was only the tip of the iceberg in our goals to improve course evaluations processes at Washington College. Transitioning opened the door on how we can get better data to improve the learning experience by asking different questions, additional faculty focus group development, and other discussions around methodologies to evaluate teaching. We will talk about our collaborative effort to move online, current projects that have been enabled from the move to online, and future goals moving forward.</p>	
<b>Track:</b>	<b>Faculty Engagement</b>
<b>Title:</b>	<b>Supporting Faculty with the Shift to Online Course Delivery during COVID19</b>
<b>Presenter(s):</b>	<b>Suzan Abu-Shakra, King Abdullah University of Science &amp; Technology (KAUST)</b>
<p>Our institution invited all faculty members who were teaching in the Spring 2020 term to complete a survey in an effort to capture the fundamental issues in quick shift from in class teaching to online course delivery and to identify the challenges they faced. We asked them to identify professional development/kind of assistance</p>	

needed to succeed in online teaching. We then collaborated with pedagogical specialists to offer workshop(s) designed to address the issues.

**Track:** Leadership and Analytics

**Title:** Understanding the Impact of an 'Overall' SRI Question

**Presenter(s):** Brad Wuetherick & Bruno Roy, Dalhousie University

One of the key areas of concern raised at our institution, and in the literature broadly, is the inappropriate use of an 'overall' question on student ratings of instruction. Overreliance on the "overall" question as a measure of teaching effectiveness, to the exclusion of other dimensions of teaching captured in other questions on an institutional survey instrument, by academic leaders, tenure and promotion committees, and individual faculty members can result in the misuse and/or misinterpretation of the results. Dalhousie University has undertaken an analysis of the differences when an "overall" question is replaced with the composite mean of the results of the other seven questions used across our institution on our survey instrument, paying specific attention to the contexts where individuals are impacted by such a change. The results of our analysis have policy and practice implications for the SRI process on our campus.

**Track:** Leadership and Analytics

**Title:** Promoting Evidence-based Decisions in a Tertiary Education Setting:  
A Case-study of a Start-up University of Medicine and Health Sciences, MBRU

**Presenter(s):** Farah Otaki, Mohammed Bin Rashid University of Medicine and Health Sciences

Over the past decade, a lot of attention has been directed towards improving the quality of tertiary education. This mainly involves requiring institutions to live up to pre-set criteria. Integral to this approach is the paradigm of Quality Assurance (QA) that proved to be of great added value to the sector. In its continuous quest for excellence, the Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU) adapted an innovative QA and Institutional Effectiveness framework that not only meets any pre-set criteria but also instils and sustains a culture of Continuous Quality Improvement. In this session, we will share our experience in MBRU's framework which relies primarily on engaging with all the University stakeholders, moving away from viewing processes linearly, to a more holistic perspective: Systems Thinking, that takes all aspects of the University and their interrelations into account.

**Track:** Leadership and Analytics

**Title:** Using Large-scale Text Analysis to Create Recommendations for Effective Uses and Implementations of Educational Technologies

**Presenter(s):** Gregory Hum, Brandon Tam, Allie Dainow, University of Toronto

We leveraged large-scale student comments to craft recommendations for instructors on using and implementing educational technologies, an especially urgent topic given COVID-19. We analyzed results from two open-ended questions across a large division with multiple disciplines in the 2019 Winter and Fall terms. We employed keyword search terms based on technological features/tools (e.g., videos, recordings, discussion) and specific educational technologies (e.g., clickers). By using these search terms, and eliminating comments below five words, we narrowed comments of interest to 6,396 from 104,103 comments. From these comments, common themes/recommendations emerged about general technology use (e.g., good technology use aligns with course content and evaluations) and more specific themes/recommendations for given technologies (e.g., student response systems are not typically well-received as summative evaluation tools). This study provides recommendations for technology-use, as well as a methodology and framework for doing similar work at other institutions and/or for incorporation into text analytics tools.

<b>Track:</b>	<b>Leadership and Analytics</b>
<b>Title:</b>	<b>How to Define, Measure and Monitor Distance Learning KPIs at National Level</b>
<b>Presenter(s):</b>	<b>Maryam Khan, Ministry of Education - UAE</b>
<p>Sudden spread of COVID-19 mandated provision of distance learning by all universities in the UAE. It was a sudden shift in the learning environment and the Ministry of Education was keen to measure universities performance and readiness for distance learning. In addition, the Ministry also was keen to learn about the student experience with distance learning. The session covers the selected KPIs and some key findings at the national level.</p>	
<b>Track:</b>	<b>Leadership and Analytics</b>
<b>Title:</b>	<b>Multi-domain 360-degree feedback for Whole-Person Leader Development in Academia and Beyond</b>
<b>Presenter(s):</b>	<b>Dr. Michelle Hammond, Assistant Professor, The Oakland University School of Business Administration Dr. Gretchen Lester, Associate Professor, Lucas College and Graduate School of Business, San Jose State University</b>
<p>360-degree feedback assessments are widely used in the private sector to promote self-awareness and leadership development. We present a 360 we have developed that cuts across many areas of life–work, family &amp; friends, and community-based engagement. We have used this assessment with MBA students, leadership development programs within our universities, and in consulting. It not only provides valuable feedback, but also brings to life leadership theories for our students and provides feedback in areas backed by research for leaders.</p>	
<b>Track:</b>	<b>Leadership and Analytics</b>
<b>Title:</b>	<b>VLE Engagement as a Predictor for Module Evaluation Completion?</b>
<b>Presenter(s):</b>	<b>Phil Rothwell, Learning Technology Developer, Liverpool John Moores University (LJMU) Graham Sherwood, Faculty Registrar, LJMU Elena Zaitseva, Academic Research and Development Officer, LJMU</b>
<p>An investigation to explore if a relationship exists between student engagement with a module using the Virtual Learning Environment and their engagement with evaluations for the given module. Explore the use of machine learning models to establish if it is possible to reliably predict module evaluation completion based on different aspects of student engagement within the VLE.</p>	
<b>Track:</b>	<b>Leadership and Analytics</b>
<b>Title:</b>	<b>Are Institutions Ready for Analytics? Privacy, Confidentiality, Policies</b>
<b>Presenter(s):</b>	<b>Rebecca Katz, McGill University &amp; Yeona Jang, Explorance</b>
<p>In this session, we will present the research findings on academic institutions' policies on use of student data including student feedback in learning analytics. We examined Canadian academic institutions' policies publicly published online regarding student evaluation and learning analytics data governance, where a common theme of strengths and weakness was emerged. We will also share a few questions that an academic institution can ask about their own institutional policies and practices in order to strengthen the student data governance to promote trust and transparency, while taking advantage of the benefits of learning analytics. This MITACS-funded research project was research partnership between McGill University and Explorance.</p>	



<b>Track:</b>	<b>Leadership and Analytics, Implementation Insights – Course Evaluations</b>
<b>Title:</b>	<b>Chaos and Opportunity: COVID-19 at the University of Minnesota</b>
<b>Presenter(s):</b>	<b>Stephanie Klein, Adam Lenczuk, Dan Glover, and Ole Gram, University of Minnesota</b>
<p>Multiple perspectives will be shared regarding administration of the University of Minnesota's Student Rating of Teaching (SRT) program during the pandemic-driven pivot to remote work and remote instruction. Challenges included the two-thirds of SRTs still being completed on paper, as well as the rapid pace necessary for decisions, implementation, and communication to relevant stakeholders. The team also found opportunities for building relationships that will facilitate improvements in how we serve end users and support the University's mission. Presenters from tactical, technical, strategic, and policy roles will share their experiences.</p>	
<b>Track:</b>	<b>Leadership and Analytics</b>
<b>Title:</b>	<b>Dynamic Rights for Your Dynamic Viewers</b>
<b>Presenter(s):</b>	<b>Stephen Rektenwald, Abilene Christian University</b>
<p>Dynamic Report Access helps distribute reports to the dynamic hierarchy of supervisors and administrators. A quick walkthrough of the processes and procedures for assuring accurate report delivery to a wider group of stakeholders in Abilene Christian University.</p>	
<b>Track:</b>	<b>Implementation Insights – Course Evaluations</b>
<b>Title:</b>	<b>More Than TWO Birds with One Stone</b>
<b>Presenter(s):</b>	<b>Bongani Mashaba, University of Johannesburg</b>
<p>The University of Johannesburg (UJ)'s Teaching and Module Evaluation policy mandates 'anonymity and confidentiality' to survey participants. For the past few years before Blue implementation this policy only existed in 'text' but absent in practice due to capacity constraints. CASD, a unit of 8 people lacked the capacity to conduct paper-based evaluations to its more than 1,500 lecturers and more than 7,000 modules, thus lecturers being required to get assistance from their colleagues or students in conducting evaluations, which compromised the 'anonymity and confidentiality' of students. This caused a misalignment between text and as discourse. Even though Blue was introduced to address the upsurge in evaluation requests, it resulted in a more important outcome from policy implementation perspectives - to effectively enforce the UJ's policy imperative of confidentiality and anonymity. I will present how the University was able to close the misalignment between policy as text and policy as discourse with Blue, giving the teaching evaluation more legitimacy from students and preventing any possible tempering from academic staff.</p>	
<b>Track:</b>	<b>Implementation Insights: Course Evaluations</b>
<b>Title:</b>	<b>A Dynamic Approach to Implementation of Blue at Strathclyde</b>
<b>Presenter(s):</b>	<b>Brian Green, Caroline Breslin, Jacqueline Jahn, and Lorna Robertson, Strathclyde University</b>
<p>The University of Strathclyde will present on the approach taken to implement Explorance Blue in academic year 2019-20, preceded by University-wide consultation which built on years of previous experience, including a range of approaches and module evaluation pilots across the institution. Presenters will include information on the dynamic governance structure which has been adopted for the phased approach to ensure appropriate academic representation and effective collaboration with academic, teaching and professional services colleagues. Blue module evaluation is delivered via integration with Strathclyde's Moodle-based VLE and early adopters of the system have represented a wide range of disciplines over undergraduate and postgraduate modules, taught both face to face and online. Strathclyde colleagues will report on evaluation to date that is built in to inform subsequent implementation phases.</p>	

**Track:** Implementation Insights – Course Evaluations

**Title:** Creating Clinical Surveys for Students to Provide Feedback on Clinical Faculty & Sites

**Presenter(s):** Christina Bifulco & Joe Delaney, Rutgers University

Professional schools that utilize clinical placements want student feedback on the faculty, but also on the sites themselves. This presentation will explain how we utilized DIG, relationship demographics, and project triggers to create surveys where students comment on all aspects of the clinical experience. The impact of these decisions on reporting and how reports are handled will also be explained.

**Track:** Implementation Insights: Course Evaluations

**Title:** Towards Full Automation and Opportunities with Text Analytics and the National Student Survey

**Presenter(s):** Debbie Ginsburg, Kingston University

The institution is in its fourth year of delivering online MEQs using Blue, and during this time we have been progressing towards full automation of the service. Currently, Blue is populated with modules, module leaders and students via a data integration with the SIS. Once an MEQ is complete, student and staff reports are automatically generated via Blue and the data is fed to the University data warehouse and dashboards (Tableau). The last stage of our automation involves scheduling dates and putting more control in the hands of the faculties, with planned implementation of the updated service from September 2020. The first part of this presentation will provide an overview of the key processes and stages in this development, and an assessment of the institutional impact. The institution used Blue Text Analytics for the first time in the summer of 2019 to analyse qualitative feedback from the National Student Survey. Course Group and Department reports were generated and distributed to all Faculties. This second part of the presentation will discuss the process that was implemented and the lessons learnt.

**Track:** Implementation Insights – Course Evaluations

**Title:** “You spin me right round”: Using Blue to close the loop

**Presenter(s):** Garmon Ap Garth, Birkbeck, University of London

Birkbeck has implemented a process for reporting back to students on the module evaluation. In this presentation, as I provide an overview of the process, I will present how module convenors, who are responsible for setting the aims and learning outcomes of the module and for ensuring that the delivery and assessment of the module, used this process to address “You spin me right round” using Blue to close the loop.

**Track:** Implementation Insights – Course Evaluations

**Title:** The Only Constant is Change: Constantly Learning, Constantly Improving, The Case of the University of North Carolina at Chapel Hill’s College of Arts and Sciences

**Presenter(s):** Heather Thompson, University of North Carolina at Chapel Hill

As a centralized piece within a decentralized university course evaluation process, the College of Arts & Sciences has some unique challenges at the University of North Carolina at Chapel Hill that I’ve learned aren’t necessarily unique in the Bluenotes Community. Every institution has its quirks, but after two Explorance training certifications, four full years using Blue and DIG, sixteen evaluation cycles, nearly implementing Q Bank, four Bluenotes conferences, and a myriad of phone calls and meetings with new Blue users within and outside UNC as well as Explorance professional services and customer support staff, I have learned that there’s always something to teach and something to learn. In this presentation, I will be discussing the basics of how UNC administers course evaluations, some of the unique challenges the College of Arts & Sciences faces, and the lessons I have learned along the way. Along with the standards of projects and reports, I will touch on how



we use DIG, our journey to implement Q Bank, and the upheaval during spring 2020 and the many shifts and changes caused by the pandemic so far.

**Track:** Implementation Insights: Course Evaluations

**Title:** To Question Bank or not to Question Bank – that is the Question

**Presenter(s):** Julie Mulvey, Durham Evaluations Manager, Durham University

At Durham University we were introduced to the Question Bank and Question Bank mapping from the outset. It worked really well alongside the Institutional Hierarchy, with the Surveys populated with institutional, departmental and module specific questions. Going forward though we discovered problems mainly with the collection of the questions from Departments and modules and the complexity of getting them into the question bank – and we worked out that there are a few options for us to try out. This presentation will work through some of the options available to use and will discuss some of the pros and cons of each and our thought processes, which are still ongoing, to help us decide how to move forward.

**Track:** Implementation Insights – Course Evaluations

**Title:** Tackling the Challenges of Course Evaluation Implementation Using Blue

**Presenter(s):** Kiruthika Ragupathi & Beh Keng Khim, National University of Singapore

Student feedback on teaching (SFT) gather information and evaluate faculty for personnel decisions. These evaluations primarily capture students' perception their experience and satisfaction on teachers (and teaching), rather than teaching effectiveness. In 2017, the National University of Singapore (NUS) transitioned its centralized university-wide course evaluations (known as the SFT system) from an in-house online system to an automated online system using Blue. In this session, we share the planning process, insights gained and challenges tackled with implementing university-wide transitioning within a condensed timeline. First, we describe the lessons learned in terms of the importance in aligning key objectives of the exercise to the larger purpose, collaborating and engaging with the community, educating and engaging students, and building sustainable processes. Second, we share our experience with reporting and the approaches adopted to using feedback data in the overall analytics strategy of our institution. Finally, we discuss our plans for the future to enhance the processed and use of feedback data.

**Track:** Implementation Insights: Course Evaluations

**Title:** Automated Midterm Evaluation

**Presenter(s):** Line Krog Heltoft, Project Coordinator, Aarhus University  
Mette Tikær Brock & Line Krog Heltoft, Aarhus University

Midterm evaluation is mandatory at Aarhus BSS. At the moment, we (the evaluation team) do not facilitate the setup of these evaluations. Therefore, teachers and course responsible must conduct their own evaluation using other platforms than Blue. We are developing a solution for an automated midterm evaluation. Using both DIG and Blue we can support a midterm evaluation that teachers can select if they want to use. We'll show you how we use DIG to select courses for midterm evaluation and how we use QP and personalized question for an easy and flexible way for the teachers to design their own questionnaire.

**Track:** Implementation Insights: Course Evaluations

**Title:** Everything's OK Alarm: A Change in the Approach to Evaluations at the University of Newcastle

**Presenter(s):** Megan Morrissey, The University of Newcastle

Survey burden is rife, response rates are inadequate, and disengagement seems inevitable. This is not a unique situation but at the University of Newcastle we have taken a unique approach to tackle this problem. We are not looking at solving each problem individually but completely redefining the way we do things in a series of strategic moves. This presentation follows the journey towards cultural shift, leading to the development and implementation of a radical survey model set to change the way we look at student feedback. Find out how the team engaged the academic community in a revolutionary instrument re-design process that has improved the quality of feedback received regarding course and teacher evaluations and has set the University of Newcastle on a path to an entirely new feedback culture.

**Track:** Implementation Insights – Course Evaluations

**Title:** Implementing Blue at Copenhagen Business School and Standardising Evaluations

**Presenter(s):** Mette Dybkjær Hansen, Copenhagen Business School

This presentation covers the Blue implementation process at Copenhagen Business School, from course evaluations to all student-oriented evaluations. It will consider perspectives on working with the organisation to achieve a more standardised process and how to benefit from that.

**Track:** Implementation Insights – Course Evaluations

**Title:** The Mystery of Evaluating Custom Executive Education Programs: Revealed!

**Presenter(s):** Pamela Knight & Virginia Sayer, University of Pennsylvania Wharton School; Michael Lee Jones, Explorance

Executive Education programs for custom clients represent a unique challenge to course evaluation. Programs are usually a weeklong, can occur several times in any given week, with faculty teaching in multiple programs, not to mention that the students are non-traditional learners from large corporations. All of these elements set the stage for quite a unique implementation. See what happened behind the curtains when Wharton Executive Education and the Blue Professional Services team set up an ongoing Blue Project with specific data elements to support these particular scenarios; how Blue's Question Bank functionality played a supporting role, and how reports were ultimately designed.

**Track:** Implementation Insights – Course Evaluations

**Title:** How to Increase ROI for Blue by Thinking Outside the (Evaluation) Box?

**Presenter(s):** Rebekka Aðalsteinsdóttir, Reykjavik University

Although usually exclusively used for module evaluations Blue can be utilized for all sorts of data collection. Reykjavik University will take advantage of this fact by automating module and exam related data collection that has up until now been done manually.

**Track:** Implementation Insights – Course Evaluations

**Title:** Leveraging Data to Improve Feedback Processes: What Counts in the Journey from Source to Analysis

**Presenter(s):** Rita Kizito & Nthabiseng Mokoena, University of the Witwatersrand

Improving teaching and learning in an institution involves more than collecting data. With the explosive growth in data volume, there is a need to develop a strategy to handle the data flow pathways - from source to analysis. In this presentation, we introduce a data support system that we have developed using a Wits Application and Explorance's Blue platform to input and analyse course and teaching evaluation data in a South African Higher-Education institution. Starting from ensuring that the standard questionnaire is internally consistent, we sketch the journey, from sourcing, accessing, verifying, integrating and analyzing feedback data. We also give an account of the challenges encountered and how we are trying to address them, to create a culture of feedback where academics are comfortable and not skeptical about using data to inform changes in teaching, learning and curriculum practices.

**Track:** Implementation Insights – Course Evaluations

**Title:** In Just a Few Clicks of the Mouse! Automate and Save Valuable Time with Blue

**Presenter(s):** Steve Szeszko, Alamo Colleges District; Michael Lee Jones, Explorance

Do you set up a course evaluation survey for each part of term, every term, every time? The Alamo Colleges District is comprised of 5 Colleges with 9 different parts of term, all surveying at the same time. The impact would have been 45 survey instances, until we were able to configure and structure the data so that we could set up one survey project to cover over 8,000 courses. We were able to automate over 181,000 surveys to be sent within the one survey instance in just a few clicks of the mouse, even the reports are automated to go out to the faculty. Join us as we show you what we did to automate using Blue, so you can replicate this too and save yourself some valuable time.

**Track:** Implementation Insights – General Feedback Processes

**Title:** Assessing Graduate Attributes with Blue 360

**Presenter(s):** Evangeline Cheng & Ong Yi Ling, Singapore Polytechnic

The responsibility of higher learning (IHLs) to produce graduates with competencies beyond technical ones is all the more important given that skills of today quickly evolve alongside new industry disruptions. Stakeholders are also looking for tangible indicators that demonstrate work-readiness to meet job demands. However, measurement of such graduate attributes has been tenuous despite its known merits. Although widely used in corporate setting to assess employee performance, 360-degree evaluation in academic settings is still patchy at best. In this pilot study, the initial results of how a 360-degree evaluation enabled by Explorance's Blue 360 of self by student and academic staff in Singapore Polytechnic allows both students and staff to make informed decisions on the acquisition of such attributes.

**Track:** Implementation Insights – General Feedback Processes

**Title:** Putting BLUE to Work at Washtenaw Community College

**Presenter(s):** Gloria Eccleston & Amy N. Artilles, Washtenaw Community College

So how does BLUE earn its way when the institution isn't doing course/faculty evaluations during this rapidly changing environment? Well, why not put BLUE to use for Employee evaluations that can't be done in the typical face-to-face setting. Join us to learn how WCC adapted a 360 survey, paired it with a virtual meeting and rolled out our first ever totally online Annual Performance Appraisals with three employee groups, three people completing one survey, and custom report release dates. There are lots of "lessons learned" to share

and some potential concepts that we are exploring for future implementation in our traditional course/faculty evaluations.

**Track:** Implementation Insights – General Feedback Processes

**Title:** Using Blue as an Assessment Tool for Learning

**Presenter(s):** Leyla Rizkallah, Lebanese American University

Originally what was a solution for the correction of the English Entrance Exam (EEE) at Lebanese American University was adopted for the correction of essays in regular classes. This transformed the essay correction process from one that was manual, time-consuming, and unreliable to an automated one that was more reliable, efficient, and objective. To this end, we extended the use of Blue beyond our usual institutional surveys, in order to serve our assessment needs. Thus, we created a Rubric interface in which correctors get to evaluate a list of candidates based on five criteria with different scales. The advantages of setting up the rubric on Blue were many. First, we were able to have multiple correctors for the same essay. Second, the confidentiality of the scores of each corrector was maintained, which resulted in the fairer grading. Third, we were able to study inter-rater reliability, which led to fruitful discussions among correctors and deeper understanding of the criteria and achievement of the learning outcomes. Join this session to learn about how we extended the use of Blue beyond to assessment for learning.

**Track:** Implementation Insights – General Feedback Processes

**Title:** Evolving Explorance Blue: from Staff Transitions to COVID-19

**Presenter(s):** Sarah Williamson & Matt Aldred, Loughborough University

Scenario One – You’ve been supported through your implementation by Explorance Professional Services and everything’s been going smoothly for a year and then it happens... your main system admin leaves you for a role elsewhere! In higher education we’re used to the goal posts being moved and the need to be agile and evolve to keep pace, and most things (with a bit of foresight) can be planned for. However, when someone leaves as you’re about to launch evaluations for a Semester (and it’s only the third semester that you’ve ever run) and the back-up admin just happens to be the boss (with a million other things to do), you need to get someone else trained up quickly to take over from within your existing staff-base. This presentation will go through the initial implementation and transition to a new system admin, including how that was for the individual and the lessons learnt as we progressed through the Semester 1 evaluations for 2019/20, which we hope will be useful insights for others.

Scenario Two – Your new system admin has just got through their first semester and knows how to improve things for the next one when a worldwide pandemic strikes and suddenly evaluating at module-level doesn’t feel like the right thing to do...Within Explorance Blue pretty much anything is possible, as long as the data you’re putting into it is good and contains the right information. So when we were asked to develop a single survey, to replace module evaluation for Semester 2 2019/20, that would go out to all students to ask about their experiences of learning remotely we knew it could be done; we just had to figure out how. This presentation will outline the changes to the data set that were needed to achieve what should have been a very simple survey, and how by making these changes we’ve opened the door to a huge range of survey types for the future.

## Faculty Grant Recipients: Research Findings Knowledge Transfer

(Alphabetically order by Principal Investigator First Name)

<b>Title:</b>	<b>Workshop for Those Interested in Serving as Faculty Grant Proposal Reviewers</b>
<b>Presenter(s):</b>	<b>Robert Goldstein, Vice provost for institutional research, effectiveness, and analytics, University of Louisville</b>
<p>In this workshop, Bob Goldstein, the Chair of the Bluenotes Faculty Research Grant Proposal Review Committee and Vice Provost at University of Louisville, will go over the blind review process and the rubric used to review the faculty research proposals for funding, and discuss the review process and rubric for 2021 Bluenotes Faculty Research Grant proposals. Join the workshop and participate in the review process.</p>	
<b>Title:</b>	<b>Bringing Student Voice to Evaluation: Using Q Methodology for Creating a Student-led Question Bank</b>
<b>Presenter(s):</b>	<b>Dr. Anna Law, Associate Dean of Education, Liverpool John Moores University Dr. Elena Zaitseva, Teaching and Learning Academy, Liverpool John Moores University</b>
<p>Student evaluations can be a powerful indicator of teaching quality but often do not provide a nuanced understanding of student concerns. This project, supported by Bluenotes Community and Explorance, Inc., aimed to develop a student-led question bank to be used by staff when customizing their survey. Focus groups, facilitated by student-researchers, enabled open, cross-level and cross-disciplinary discussion, which fed into the creation of a set of statements for the Student Question Bank. Overall, student questions were used across 814 different modules, with staff perceptions of their utility measured through survey and interview. Further workshops with students used Q methodology to sort the statements along a continuum of preference. Q methodology uses correlation and factor analysis of the ranked statements, and interpretation is supported by student commentaries while doing the sorting exercise. Findings showing the main factors behind students' choices will be discussed.</p>	
<b>Title:</b>	<b>The Effect of Student-centred Flipped Feeding Forward Approach on the Development of Employability Skills: Collaborative Group Work Context</b>
<b>Presenter(s):</b>	<b>Dr. Bhavani Sridharan, Associate Dean, Australian Catholic University</b>
<p>Collaborative Group Work (CGW) has long been recognized as one of the most powerful approaches to foster students' active/deeper engagement and learning not only with the learning content but also with the learning environment. Despite the vast body of research and scholarship, as well as the long tradition of group work, scholars have expressed their concern over the ineffectiveness of CGW initiatives in the development of teamwork skills amongst business and management students. This project aims to investigate the effectiveness of an innovative technology-enhanced groupwork assessment design embedding flipped feedback model trialed at the Business school on students' outcomes (teamwork skills and self-evaluative judgment skills). To fulfill the objectives, the project uses Bluepulse technology for gathering unmet educational needs for developing various skills for completing the CGW assessment, and CATME technology is used to implement the flipped feedback model harnessing employability skills developments amongst students.</p>	

<b>Title:</b>	<b>Using Student Evaluations of Teaching to Practice of Effective Teaching Behaviors: A Case for "People-Focused" Analyses</b>
<b>Presenter(s):</b>	<b>Dr. Christopher T. Allen, Assistant Professor, Kennesaw State University</b>
<p>Student evaluations of teaching (SETs) are a ubiquitous tool used to assess institutional effectiveness<sup>1</sup> which are receiving increasing scrutiny from scholars. Though extremely cost-effective and used to provide data to a range of stakeholders (e.g., faculty, administrators, students), recent research suggests that SETs can be biased against historically underrepresented groups in the academy (e.g., women, people of color) and are susceptible to a range of conceptual, methodological, and statistical choices that can comprise their reliability and validity. Despite these limitations, faculty's overall favorable view of SETs suggest they are likely to remain a critical part of both formative and summative evaluation processes at institutions for the foreseeable future. This study takes a key step in developing best practices for the analysis of SETs by comparing the explanatory utility of variable- vs. person-centered statistical models.</p>	
<b>Title:</b>	<b>Tracking the Impacts of First Term Experience</b>
<b>Presenter(s):</b>	<b>Dr. Darragh McNally, Assistant Vice President, UMGC Ouanessa Boubail, Course Evaluations Manager, UMGC Adam Flanders, Course Evaluations Analyst, UMGC Neil Lund, Research Analyst, UMGC</b>
<p>UMGC recently introduced a new First Term Experience course for undergraduate, which (among other things) required the student have two or three brief meetings with the FTE professor. To test whether or not requiring more interaction between faculty and students increases student satisfaction and increases the chances that students attempt interaction with faculty in future courses, we follow the Fall FTE students who enrolled in the Spring 2020 term of PACE 111, testing to see their rates of success, their end-of-course evaluations, and their self-reported engagement with their instructors within the course. In order to evaluate how these students compare to our general population, we have identified a group of first-year students who began at the university in Fall 2019 term who did not enroll in PACE 111.</p>	
<b>Title:</b>	<b>Analyzing the use of a Long-Term Care Administration Simulation Tool in the Classroom and its Effect on Student Performance</b>
<b>Presenter(s):</b>	<b>Dr. David G. Wolf, Professor &amp; Chair, Bellarmine University</b>
<p>Simulations in higher education have been used for many years within various disciplines. This can increase students' motivation for learning, deepen their understanding of important concepts, and improve their critical thinking skills. Long-term care administration programs have not yet had the unique experience of using an industry-specialized simulation program that is specifically designed to aid students in closing the gap between theory and practice of long-term care administration. The Building Excellence with Simulation Training (BEST) program is a newly created virtual simulation tool that allows students to be immersed in the operational, financial, political, technological, and regulatory aspects of long-term care administration that will better prepare them to enter this industry as leaders upon graduation.</p>	



<b>Title:</b>	<b>Evaluating Diversity and Inclusion Pedagogy in Inclusive University Classrooms: A Helpful Tool</b>
<b>Presenter(s):</b>	<b>Dr. Esther Ohito, Assistant Professor, University of North Carolina Dr. Joseph L. Lewis, Postdoctoral Lecturer, Princeton University</b>
Diversity and inclusion discourses are commonplace in Higher Education. These discourses often reflect universities' interests in cultivating campus climates and cultures that respond to the complex needs of increasingly multicultural student bodies. Research proves that pedagogy significantly affects student success, and therefore, influences institutional effectiveness with regard to issues and challenges of diversity and inclusion. Yet resources for evaluating pedagogy through the lens of diverse and inclusive classrooms remain rare. This paper presents a tool for the evaluation of diversity and inclusion pedagogy. This tool may improve institutional effectiveness vis-à-vis the pedagogical dimensions of diversity and inclusion.	
<b>Title:</b>	<b>Understanding the Academic Experience of International Students in Canada as a Cultural Transition Process</b>
<b>Presenter(s):</b>	<b>Prof. Irene Torres-Arends, Associate Professor, Yorkville University</b>
For international students, studying in Canada represents not only an academic opportunity but also a complex cultural transition process. The primary goal of the research is to understand the process international students go through when they experience a new academic culture. In order to examine how students understand the institutional academic rules, the research centres the study on the arguments students develop when they request an assignment re-submission, a due date extension, a submission exception; or when they complain regarding a grade or a plagiarism assessment. The main statement to be approached is to what extent international students' understanding of academic rules impacts their academic performance.	
<b>Title:</b>	<b>Do Instructor and Course Evaluations in STEM Gateway Courses Predict STEM Retention?</b>
<b>Presenter(s):</b>	<b>Dr. Joseph Rios, Assistant Professor, University of Minnesota (UMN) Dr, Stephanie Klein, Assistant Director &amp; Educational Services Manager, UMN Samuel Ihlenfeldt, UMN</b>
In 2012, the President's Council of Advisors on Science and Technology advised that in the coming decade, the U.S. would need about 1 million more STEM professionals than it was producing. However, fewer than 40% of students who plan on majoring in STEM when entering college actually graduate with a STEM degree. Although a lot of attention has been given to increasing retention and ultimately graduation rates of STEM students via individual-level interventions, we argue that more can be done to consider how improvements to structural factors at the institution-level can increase STEM retention. In this presentation, we discuss research that evaluated the predictive relationship between instructor and course evaluations of STEM gateway courses (i.e., large, credit-bearing introductory courses) and future student retention in STEM majors at the University of Minnesota, after controlling for potentially confounding effects of student, course, and instructor characteristics.	
<b>Title:</b>	<b>Investigating the Influence of Instructions and Questions on Student Evaluations of Teaching to Make SETs More Useful</b>
<b>Presenter(s):</b>	<b>Dr. Kate Ratliff, Associate Professor, University of Florida</b>
This research investigates the effect of implementing known best practices for SET instructions and questions on student evaluations of teaching.	

**Title:** What Makes Feedback Usable for Instructors?

**Presenter(s):** Dr. Leanne Stevens, Senior Instructor, Dalhousie University  
Swasti Arora, Dalhousie University  
Jennifer Stamp, Dalhousie University

This presentation will highlight an example of instructor-solicited course feedback - beginning with question development and refinement, and then processing, summarizing, and interpreting the qualitative data. We will discuss how this feedback was used to inform course design and explore how the process might be made more efficient. Finally, we'll propose a number of next steps for gathering, processing, and presenting qualitative feedback that instructors could use for professional development and meeting course-based learning outcomes.

**Title:** Characterizing Gaps in Performance in Introductory STEM Courses

**Presenter(s):** Dr. Linda Fuselier, Associate Professor, University of Louisville

College student performance in introductory science and math courses that function as “gatekeepers” influences whether these students will persist in STEM programs. Students that switch out of STEM majors early in their undergraduate years are some of the most qualified students and are also disproportionately women and people of color. I used the average grade anomaly, the performance in a STEM course relative to other courses, to identify and quantify performance gaps among students based on social identities. Institutional data from students enrolled in introductory biology, chemistry, physics and math classes revealed gender gaps in performance that are likely to dissuade students from persisting in their STEM degrees.

**Title:** Learning Outside the Box: a Data-driven, Cross-sectional Learner Behaviour Analysis

**Presenter(s):** Dr. Maria Óskarsdóttir, Assistant Professor, Reykjavík University  
Dr. Anna Sigridur Islind, Assistant Professor, Reykjavík University

In this project we perform a data-driven cross-sectional analysis of learner behavior in higher education. We combine machine learning techniques which we apply to click streams from our university’s learning management system with a qualitative approach involving both surveys and semi structured interviews. Thereby we use the qualitative data to augment the quantitative data in order to better understand how and why variables interact. We analyze interaction behavior with the learning management system of over a thousand students in five mandatory courses in the undergraduate computer science program of our university. We use the data to engineer various features representing learning behavior which we use in a supervised machine learning framework to predict performance indicators. Our main findings show the importance of students remaining active throughout their courses and that through continuous engagement, higher grades can be achieved.

**Title:** Instructor-selected Questions: Using Student Feedback to Improve Teaching Practice and Student Learning

**Presenter(s):** Dr. Rochelle Tucker, Senior Lecturer, Faculty of Health Sciences, Simon Fraser University  
Kiran Bisra, Director, Learning Experiences Assessment & Planning, Simon Fraser University

Our study examined how student feedback to Instructor-selected questions (ISQ) helped one instructor make meaningful changes to a large introductory Health Sciences course. We conducted a thematic analysis of the open-ended question responses collected from 2016-2019. Each question focused on different aspect of the course: learning environment, sense of community, useful activities/assessments, and impact of course on health and well-being of students. Secondly, we linked student demographic information to the responses and



conducted a response analysis. Several themes emerged, including student confusion about the connection between learning goals and classroom activities. This study demonstrates the efficacy of ISQ as a part of SETs.

<b>Title:</b>	<b>Investigating the Relationships between the Learning Ecology, Self-efficacy, and Academic Achievement after COVID-19</b>
<b>Presenter(s):</b>	<b>Dr. Sadiq Midraj, Associate Professor, Zayed University,                  Dr. Jessica Midraj, Assistant Professor, Khalifa University                  Dr. Asli Hassan, Director of the Center for Teaching and Learning Khalifa University,                  Dr. Jake Madden, Executive Principal, Al Yasat Private School</b>

Understanding the complex relationships that impact student achievement can lead to enhanced context-specific and evidence-based measures to increase students' performance. The purpose of this presentation is to discuss measuring the associations between cycle 2 students' self-efficacy beliefs, perception of the learning ecology, and academic achievement. The presenters will discuss the research instruments that measure the research variables (MAP assessment, learning ecology and student self-efficacy) and analyze how the impact and the consequences of the pandemic, namely the swift movement from face-to-face instruction to synchronous and asynchronous online learning during the Spring term, has necessitated modifications to the design and the validation of the instruments.

<b>Title:</b>	<b>Reinforcing Learning Outcomes of Online Second Language Courses in Higher Education with Assessment Data Analytics</b>
<b>Presenter(s):</b>	<b>Yao WU, Chinese Language Lecturer, Xi'an Jiaotong Liverpool University</b>

Can students and instructors predict the performances of final exams? Majority of my students did so successfully during this online semester, based on the clear learning trajectories of their bi-weekly formative assessment, breaking down following different language skills outlined in the learning outcomes. Those data analytics have facilitated the process of setting learning goals and implementing learning strategies for individual students, which has significantly remedied the challenges from distance teaching. All formative and summative test items were firstly designed carefully after studying well-established language tests, following with calculations of the difference index and the B-index, the two most relevant item analyses for classroom criterion-referenced tests. In addition, the assessment sources were adapted from pandemic related news and articles, so that students feel motivated to express themselves applying