

# VLE Engagement as a Predictor for Module Evaluation Completion?

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# Blue at LJMU

- Using Blue since 2014-15 academic year
- Module evaluation run centrally
- Modules evaluated, not teachers
- Questionnaire is short – 5 questions plus two comments
- Faculty have option to use question personalisation to add questions for their own benefit
- Nearly 2500 modules evaluated each year

# Engagement with Module Evaluation

- Most responses come via email link rather than in Canvas, although completions via Canvas increasing
- Response rates typically around 30% on average
- Higher in Masters programmes
- Response rate highly variable between modules
- What makes students want to respond?
- Is it the individual module?
- Is it the teacher?
- Is it related to programme or cohort identity?
- Is it the size of the module?

# A tale of one module – two years

- Final year psychology module – taken by students from three different psychology programmes
- 2018 – 66% response rate (133 responses)
  - 26% satisfied overall (lowest programme 19%)
  - 51% dissatisfied overall (range 48% to 59%)
- 2019 – 36% response rate (86 responses)
  - 52% satisfied overall (range 40% to 58%)
  - 23% dissatisfied overall (range 14% to 33%)

# Student perspective: course reps feedback

## **Low engagement factors:**

- Survey fatigue
- Feedback loop not being closed
- Core questions not being relevant
- Fear to be identified
- Don't want to upset staff (in case of low satisfaction)

## **High engagement factors:**

- Reminder by the module leader – evaluation culture is embedded
- Given time to complete in class

**Declining usage of university email prompted us to look at Canvas engagement**

# VLE Engagement

Canvas 'Enhanced Analytics'

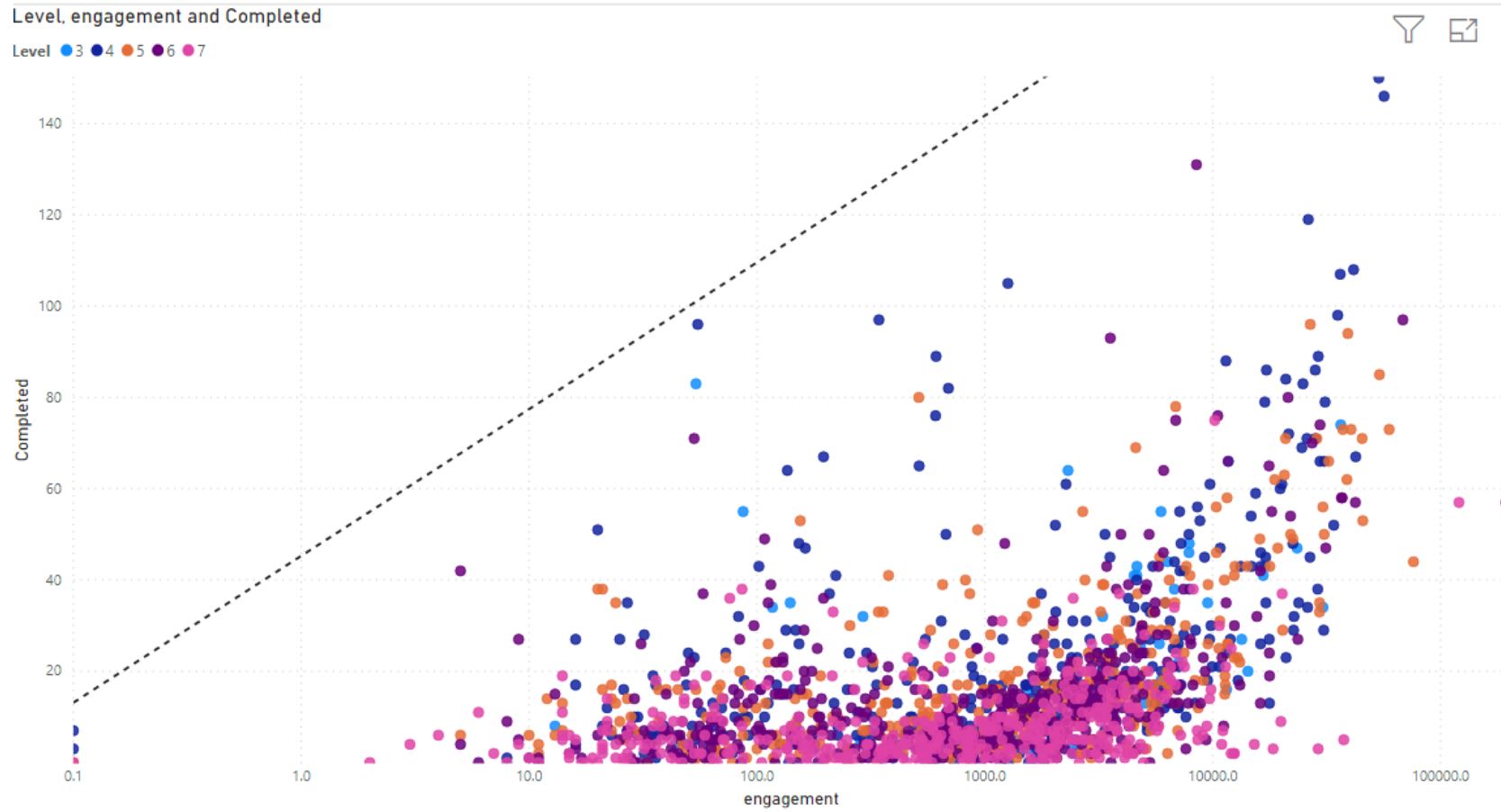
Looking at

- Curriculum design and structure
  - Post-Covid Access to resources
  - Device Type
  - Student Engagement with VLE data
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- Joining SIS Data, VLE Data, Module Evaluation

# Engagement and Module Evaluation

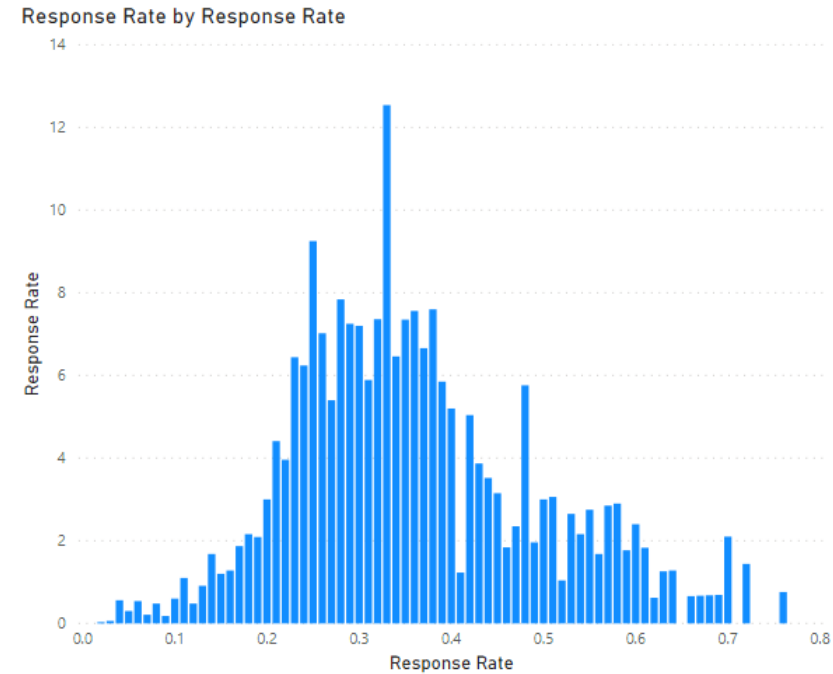
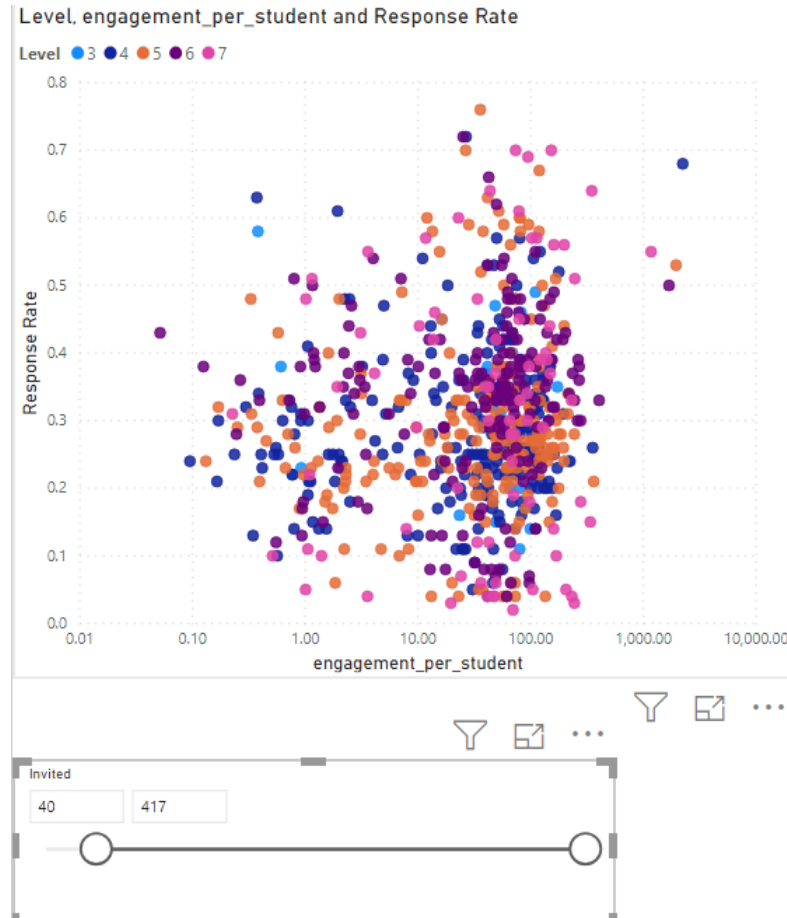
- Exploring possible relationship between VLE engagement and Module Evaluation response rate
- 'Engagement' initially measured by student page views and file downloads
- Using MS Power BI for extraction, cleaning and analysis
- Potential for 'Live data'
- Filtering by Module size and Level of study

# Exploring the data – Headline figures

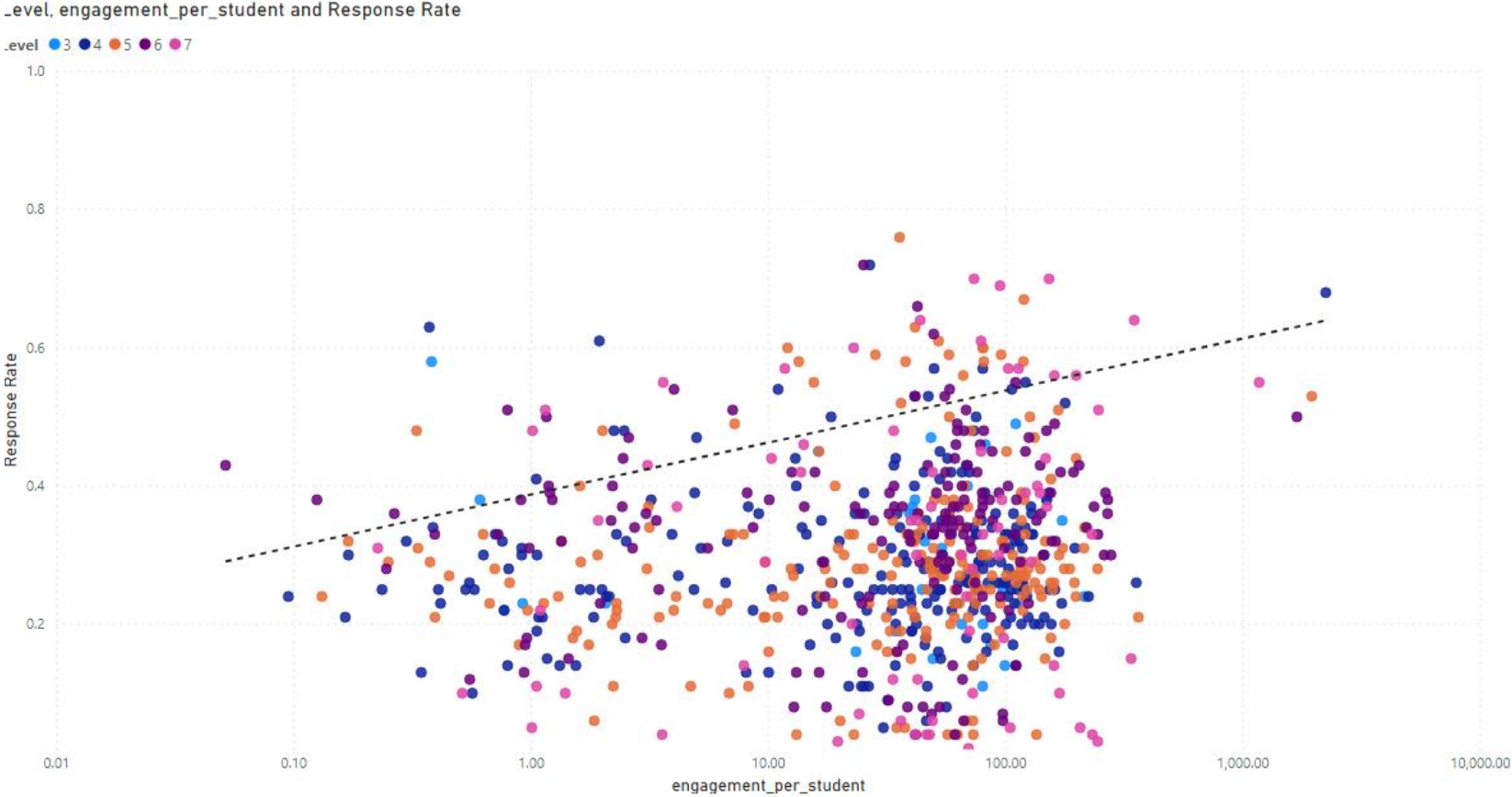




# Distribution of response rate



# Aggregated Engagement per module/per student



# ML Modelling - Linear regression

- Used Linear regression to establish quality of VLE engagement as predictor of ME response rate
- Established that, as things stand the current data is cannot reliably predict ME response
- Only relatively low number of responses originate from Canvas link compared to email invite.
- Multivariate regression may be required on more focused data set

# What affects engagement with module evaluation?

In summary – it's complicated

When something isn't right, students will tell us

However, high response rates don't necessarily mean low satisfaction

More effective ways of determining student engagement with VLE

# Next Steps

- Further exploration of the data.
- Narrow the scope of data (demographics, subject type) to try to establish patterns within smaller cohort
- Explore further predictive modelling (though with realistic expectations)
- Data Quality Management process to expedite effective storage and modelling and allow easier comparison on year