To Question Bank or not to Question Bank – that is the Question

@JULIEMULVEY

Durham University

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VIRTUAL EXPERIENCE

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Julie Mulvey (Blue Expert)

Current Evaluations Manager

Durham University (A Russell Group University)

Located in the North East of England

A Blue client since 2017

Have attended the previous three Bluenotes Global

Bluenotes Europe

This presentation was to be a short presentation delivered in March 2020 in Glasgow, Scotland – but sadly had to be cancelled

Please note therefore that this will not take 40 minutes unless you ask questions :0)

Contents

❖ Using Question Bank and Question Bank mapping with the Institutional Hierarchy

❖ How we collected data to populate the Question Bank

❖ Our findings at the end of the first year

❖ Trying to replicate the above in subsequent years

❖ Added complexity with Institution Changing requirements

❖ Finding a solution

The start of our Journey: Requirements

University Executive gave requirements of what question framework would be implemented at Durham
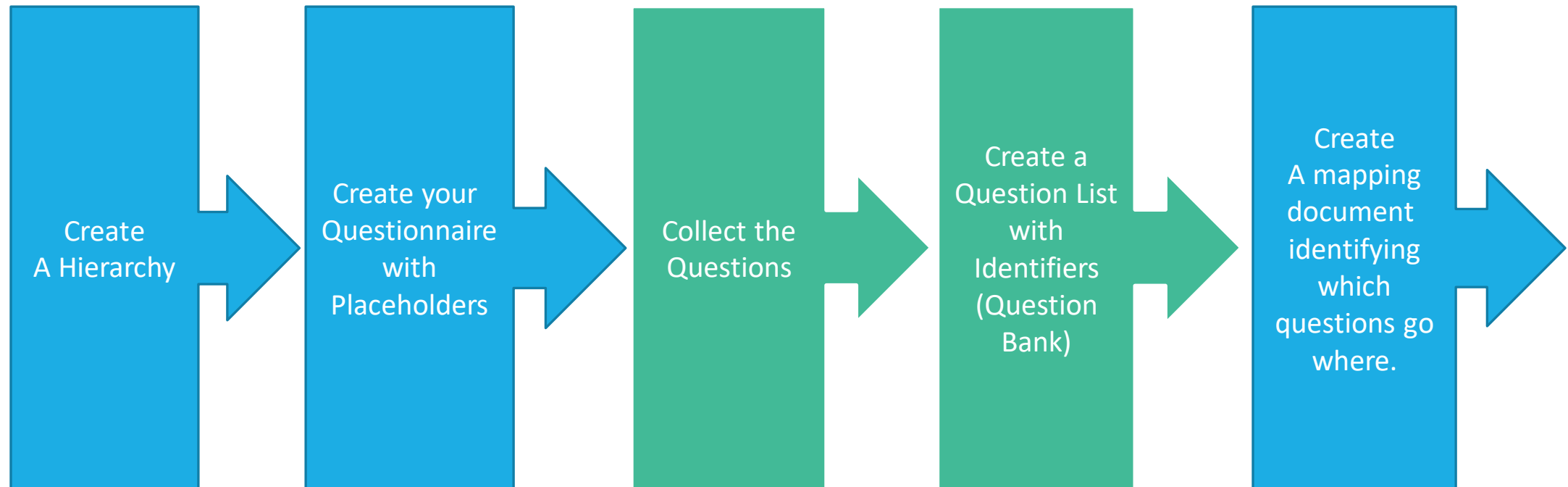
1. Institutional Core questions

2. Departmental Core questions

3. Optional Course/Module questions etc

Also requirements on rating of teaching staff using multiple roles – but that's another story
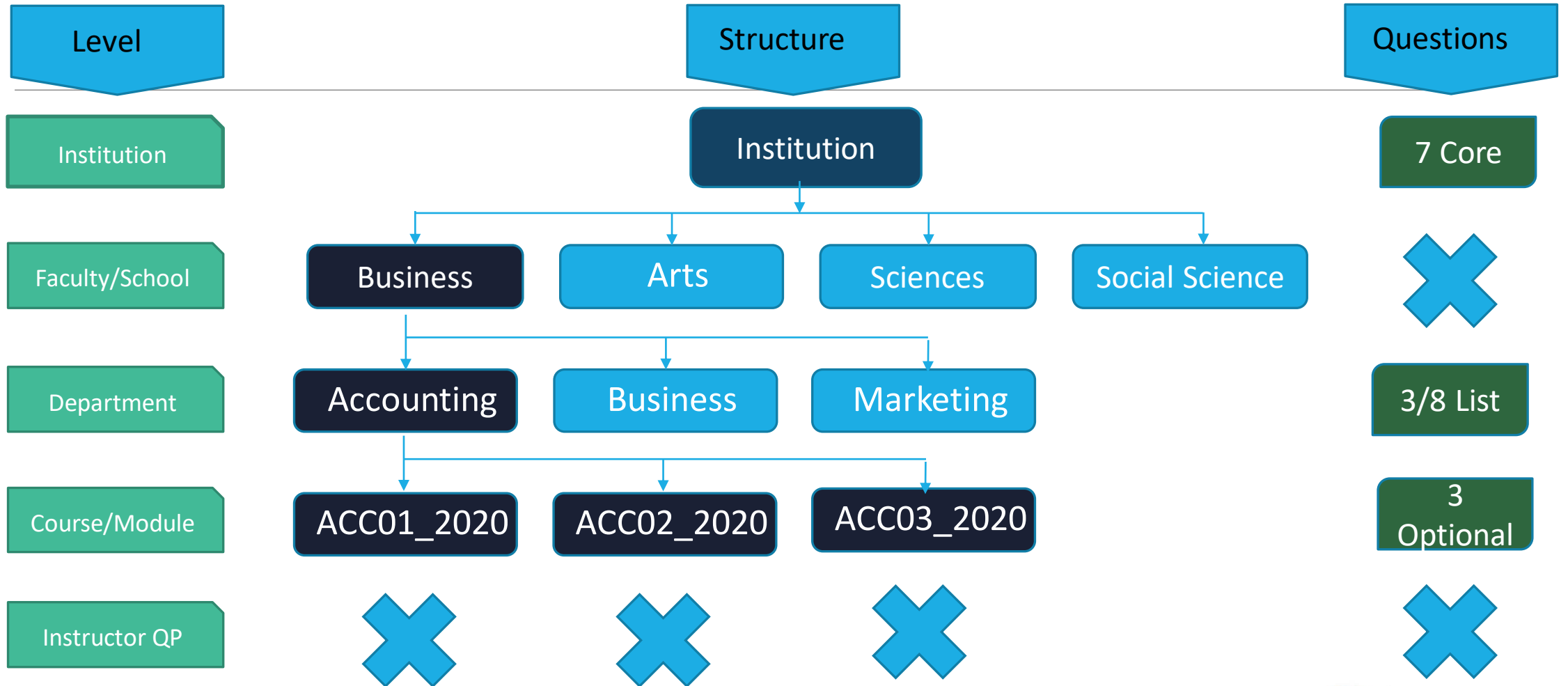
The Flow

This is my process ….

Create A Hierarchy → Create your Questionnaire with Placeholders → Collect the Questions → Create a Question List with Identifiers (Question Bank) → Create A mapping document identifying which questions go where.

Cascaded Model/Institutional Hierarchy

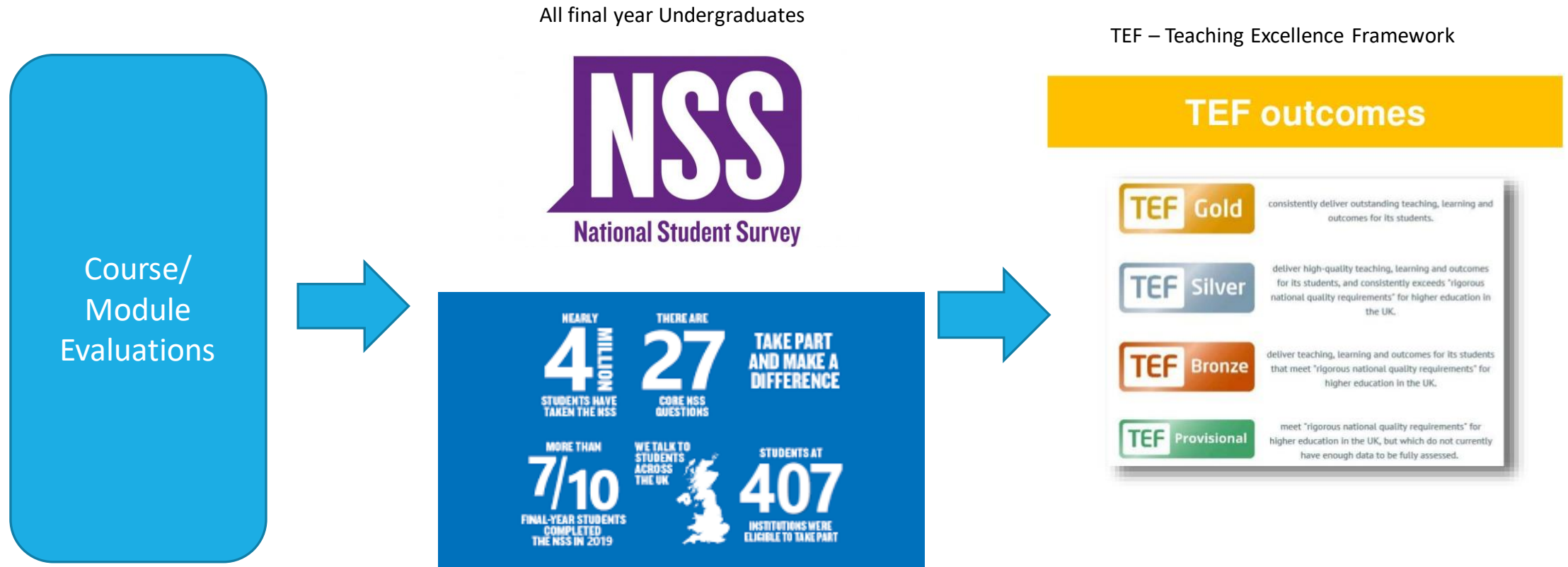| Level	Structure	Questions
Institution	Institution	7 Core
Faculty/School	Business — Arts — Sciences — Social Science	✖
Department	Accounting — Business — Marketing	3/8 List
Course/Module	ACC01_2020 — ACC02_2020 — ACC03_2020	3 Optional
Instructor QP	✖ — ✖ — ✖	✖

Question Bank

❖ Created 26 individual departmental spreadsheets

❖ Listed all the Course/Module Codes and Names

❖ Departments choose 3 core questions from a drop down list of 8

❖These 8 questions are National Student Survey questions

❖ Then write 3 questions per course/module (if they want them)

❖ Only Likert scale questions permitted

❖ No Question Personalisation

How Surveys fit together in the UK

All final year Undergraduates

TEF – Teaching Excellence Framework

Course/ Module Evaluations

NSS
National Student Survey

NEARLY **4** MILLION STUDENTS HAVE TAKEN THE NSS

THERE ARE **27** CORE NSS QUESTIONS

TAKE PART AND MAKE A DIFFERENCE

MORE THAN **7/10** FINAL-YEAR STUDENTS COMPLETED THE NSS IN 2019

WE TALK TO STUDENTS ACROSS THE UK

STUDENTS AT **407** INSTITUTIONS WERE ELIGIBLE TO TAKE PART

TEF outcomes

TEF Gold — consistently deliver outstanding teaching, learning and outcomes for its students.

TEF Silver — deliver high-quality teaching, learning and outcomes for its students, and consistently exceeds "rigorous national quality requirements" for higher education in the UK.

TEF Bronze — deliver teaching, learning and outcomes for its students that meet "rigorous national quality requirements" for higher education in the UK.

TEF Provisional — meet "rigorous national quality requirements" for higher education in the UK, but which do not currently have enough data to be fully assessed.

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Durham Question Framework

A LIST OF ALL UG MEQ QUESTIONS. THIS PAGE IS FOR INFORMATION ONLY. NO ACTION IS REQUIRED.

Number	Type	Question	Optional / Compulsory
Question 1	Likert Scale	The module was well-organised and ran smoothly (based on NSS Q15 / PTES Q11c)	Compulsory
Question 2	Likert Scale	The module has challenged me to achieve my best work (based on NSS Q4 / PTES Q3c)	Compulsory
Question 3	Likert Scale	I have received helpful comments on my work (based on NSS Q11 / PTES Q5d)	Compulsory
Questions 4-6	Likert Scale	UG MEQ Dept Questions (choose options using *UG MEQ Dept Questions* worksheet)	Compulsory
Questions 7-9	Likert Scale	UG MEQ Module Questions (enter choices using *UG MEQ Module Questions* worksheet)	Optional
Question 10	Likert Scale	Overall I am satisfied with the quality of this module (based on NSS Q27/PTES Q17)	Compulsory
Question 11	Free Text	Looking back on the module, are there any positive aspects you would like to highlight?	Compulsory
Question 12	Free Text	Looking back on the module, are there any aspects you think could be improved? Please mention any additional resources or opportunities that would have helped you to achieve your best work?	Compulsory
Question 13a	YES / NO	Within this module, did anything cause you to feel disadvantaged as a result of age, disability, gender, maternity/paternity, pregnancy, race, religion or sexual orientation?	Compulsory
Question 13b	Free Text	[If 13a = YES] Please provide further details	Compulsory
Question 14*	Likert Scale	Overall I am satisfied with the quality of teaching provided by... (include question using UG MEQ Module Questions worksheet)	Optional
Question 15*	Likert Scale	Overall I am satisfied with the quality of teaching/support provided by... (include question using UG MEQ Module Questions worksheet)	Optional
Question 16~	Likert Scale	Overall I am satisfied with the quality of supervision provided by... (include question using UG MEQ Module Questions worksheet; for dissertation/project modules only)	Optional
Question 17a	YES / NO	Were lecture recordings available on this module?	Compulsory
Question 17b	Likert Scale	[If 17a= YES] Lecture recordings supported my learning on this module.	Compulsory
Question 18	Free Text	If you have any comments or suggestions around the use of lecture recordings in this module, please let us know.	Compulsory

questions selected by departments
questions set by the University
* students will be given the opportunity to rate any or all teaching staff on a module (students will be able to choose which staff they rate, with "n/a" as an option).

Spreadsheet – First tab

Sent to DIG Admins via Email – Choose 3 Department Level Core Questions from a List

Spreadsheet – Second tab

To write up to 3 Likert Scale individual Module/Course questions

Visual Question Bank Mapping

Question Bank

❖ I have to collate all the spreadsheets together (26 Departments) and create two spreadsheets

❖ This pulled 2107 questions

 ❖ A Question Bank file

 ❖ A Question Mapping file

❖ We use these two files along with the **Institutional Hierarchy**

❖ With 2107 questions this was a large question bank.

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Success Criteria

The Question Bank worked

Questions pulled into the right modules in the correct places

Apart from:

The department that added an extra line in the spreadsheet so when pulled in produced the question "Please choose one of the following questions"

And the department that chose the same Department Questions and Module questions duplicating them all.

These were spotted and corrected quickly

Process Review

In reviewing how Blue works we come up with a list of things to review

1. To review Data Sync from spreadsheets to automated system

2. To find a system to collect questions

3. To review how to find out who teaches what

4. Need a system to determine when evaluations are to be run

I am now going to concentrate on "To find a system to collect questions"

Updated Criteria

1. System to provide the DIG Admins with the choices chosen in the previous year so they don't have to duplicate effort

2. Provide one system for them to do this in.

3. Collect questions for Department and for individual Module

4. Update the spreadsheets to show this year's modules and remove modules no longer running

5. Faculties/Schools now split from 3 into 4 and 1 department split into 3 – with new course codes that map to older course codes

Can we use DIG?

❖ Could we automate this in DIG?

❖ DIG is all about checking data

❖ If we could feed the questions into DIG

❖Ask the DIG Admins to choose questions at that point from a list

❖Can you add questions to the Courses file as a demographic relationship

❖Produce a relationship with CourseID and PlaceholderID
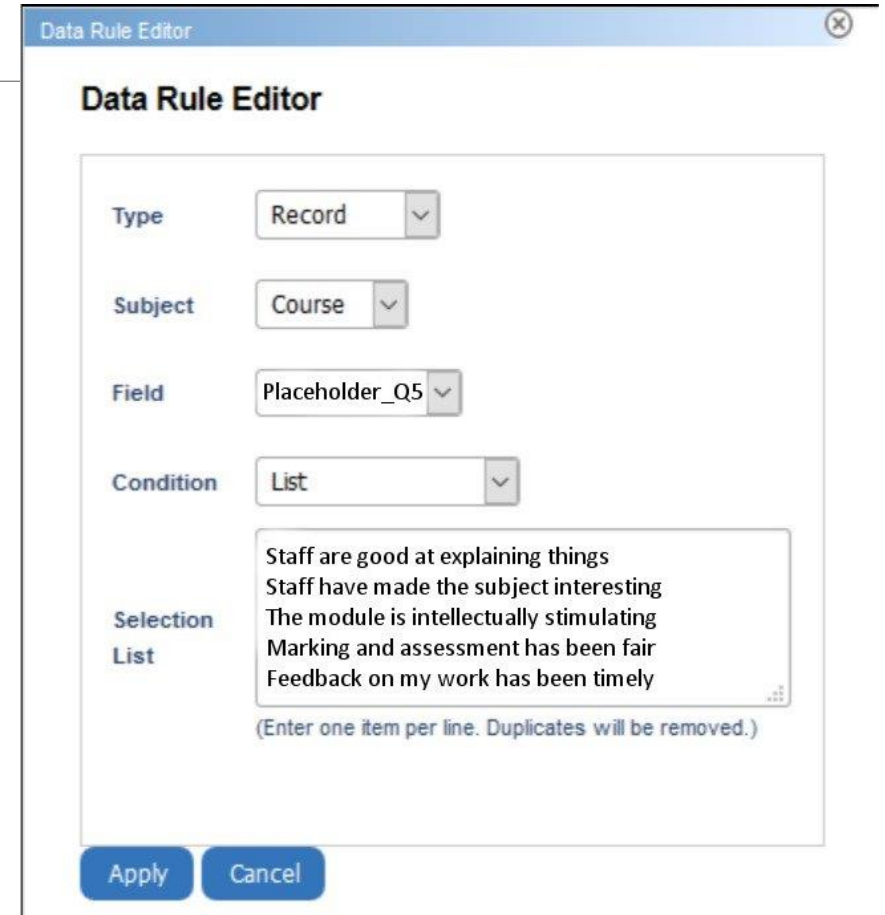
DIG Data Rule Editor

In 2019 at Bluenotes Global in Chicago - Lisa Emery from Michigan demonstrated how they used

The "Data Rule Editor" within DIG to collect data

I looked at putting the list of question options into the Selection List

Repeating for the three questions.

Data Rule Editor

Data Rule Editor

Type	Record
Subject	Course
Field	Placeholder_Q5
Condition	List
Selection List	Staff are good at explaining things Staff have made the subject interesting The module is intellectually stimulating Marking and assessment has been fair Feedback on my work has been timely

(Enter one item per line. Duplicates will be removed.)

Apply   Cancel

DIG Pros and Cons

PROS

Simplifies the process for end users

Everything in one data checking place

CONS

Have to replicate the List for each question

Does not allow only one selection in the three questions so you could repeat

Does not display previous choice

Works on a module basis so for Department Core you would have to set this for every module

Can't independently produce new questions and edit questions

Question Personalisation

Why we haven't used because it seems to be focused on Teaching staff selections

Most institutions create a list of Core questions for every module and give teachers access to Question Personalisation to choose additional questions

With my hierarchy we had to make it more complicated by having different levels

Institution (Core), Deparmental (Core but 3 chosen from a list), Module (Optional 3 questions)

We considered using QP but would have to do two projects – one for Department level and one for Module level questions and combine the results together

Seemed like a lot of extra effort and time needed plus it would not show last years selected questions.

Previous Questions

Looking to show what was chosen the previous year

Question Personalisation would not do this

DIG would not do this

Staff do have access the individual reports but this is time consuming to go and check each report

Sending out the individual spreadsheets back out would do this

Export of Question Bank only showed the question identifier in the placeholder

BUT

7.17 Update on 18 August – will produce an export of the questions. I have not seen this but hopefully this MIGHT be able to be sent to the DIG Admins

Revisiting the Questions in 2020

❖In looking at the number of questions in 2019 Undergraduate

❖My question bank had 2107 questions

❖By removing duplicates I removed 2004 questions

❖Leaving 103 questions

❖If we look at the questions left – many were variations on the same question

❖If choices are to be made then perhaps a selectable list might be a better option

❖This asks the question do we need to use the Question Bank and what options are left?

Questions

3 Department questions are chosen from NSS additional question list of 8

3 Module questions – supposed to be whatever questions they want

The following shows the results for 26 Departments/Schools

No Module Level Questions	Chosen From NSS List	Mix of NSS/New	All New
11	8	3	4

Any new questions written referred to: Resources, Tutorials or Dissertation Supervision

We have a plan

Thanks to a really useful EMEA Explorance Blue User Group Monthly meeting I gained some ideas …

I started to rethink if I could do things differently

How could I remove the requirement constraints

How could I make things simpler

How could I ensure that time is not wasted

And yes still achieve success

Thanks Matt Claridge!!!!

Recommendation 1

Remove the requirement for choosing 3 Departmental Core questions from a list of 8

Build a spreadsheet block incorporating all 8 questions and use them on all modules

Benefits

Removes the need to pick from a list and remember what you chose the previous year

More data for comparison (that's surely a win win scenario)

Spreadsheet grid questions seem shorter than individual questions

Recommendation 2

Build a Question Personalisation project for any additional individual Module questions

Produce Placeholder questions in questionnaire

Build a Question list for each question

Send to DIG Admins to allocate questions per module

Benefits:

No spreadsheets

Ties it to only one person (with a backup to cover absence)

Less effort on the Blue Admin side

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Recommended Question List

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Question 3	Likert Scale	I have received helpful comments on my work (based on NSS Q11 / PTES Q5d)	Compulsory
Question 4	Likert Scale	Staff are good at explaining things	Compulsory
Question 5	Likert Scale	Staff have made the subject interesting	Compulsory
Question 6	Likert Scale	The *module* is intellectually stimulating	Compulsory
Question 7	Likert Scale	My *module* has provided me with opportunities to explore ideas or concepts in depth	Compulsory
Question 8	Likert Scale	The criteria used in marking have been clear in advance	Compulsory
Question 9	Likert Scale	Marking and assessment has been fair	Compulsory
Question 10	Likert Scale	Feedback on my work has been timely	Compulsory
Question 11	Likert Scale	I have been able to contact staff when I needed to	Compulsory
Questions 12-13	Likert Scale	2 x Optional QP Likert Scale Questions	Optional
Question 14	Free Text	1 x Optional QP Free Text Question	Optional
Question 15*	Free Text	Looking back on the module, are there any positive aspects you would like to highlight?	Compulsory
Question 16~	Free Text	Looking back on the module, are there any aspects you think could be improved? Please mention any additional resources or opportunities that would have helped you to achieve your best work?	Compulsory
Question 17a	YES / NO	Within this module, did anything cause you to feel disadvantaged as a result of age, disability, gender, maternity/paternity, pregnancy, race, religion or sexual orientation?	Compulsory
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Question 18*	Likert Scale	Overall I am satisfied with the quality of teaching provided by... (include question using UG MEQ Module Questions worksheet)	Optional
Question 19*	Likert Scale	Overall I am satisfied with the quality of teaching/support provided by... (include question using UG MEQ Module Questions worksheet)	Optional
Question 20~	Likert Scale	Overall I am satisfied with the quality of supervision provided by... (include question using UG MEQ Module Questions worksheet; for dissertation/project modules only)	Optional

	questions selected by departments
	questions set by the University
*	students will be given the opportunity to rate any or all teaching staff on a module (students will be able to choose which staff they rate, with "n/a" as an option).
~	students will be asked to select their supervisor from a drop-down list, and then rate that supervisor AND offer free text comments

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In Conclusion:
Future of Question Bank

If question personalisation allows DIG Admins to choose the questions and they are incorporated into the questionnaire automatically

Because I only have less than 120 questions

Perhaps the streamlining of the questionnaire and the addition of adding a QP option would remove the need for using the Question Bank – as good as it has been.

I would like to see this piloted this as an option and see the results and do a further comparison between Question Bank and the above option.

Watch this space in the future for determining the outcome.

Thank you
Any Questions?

JULIE.MULVEY@DURHAM.AC.UK

@JULIEMULVEY