

Leveraging data to improve feedback processes: what counts in the journey from source to analysis

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Bluenotes GLOBAL 2020 Virtual Experience
Aug 3, 2020 – Aug 5, 2020

Our Context

5 faculties comprising of 36 schools,
over 30 service departments

40 881
students

1152
Full time
academic
staff

3416
courses

1319
Evaluations
conducted
per year



400 acres
in Braamfontein and Parktown

Purpose of the presentation –sketching our journey

- Introduce a data support system using a Wits Application and Blue Explorance to input and analyse course and teaching evaluation data
- Sketch the journey
- Give an account of the challenges encountered and how we are trying to address them.

Guiding Literature:

Effectiveness of evaluation process and stakeholder perceptions & motivation (Chen & Hoshower, 2003; Kogan et al, 2010 & Hornstein, 2017); Use and usability of evaluations (Saunders, 2012); SET & improving quality of teaching (Hammond, et al. 2016); SET & matters of reliability (Zhao & Gallant, 2012 & Clyson, 2018); impact of faculty procedures on response rates (Young et al. 2018)

A data support system for handling data flow pathways – from source to analysis

Instrument development

Ratifying the core questions
(process followed)

CLTD staff - Survey academic staff- Gaps and changes required

Revision guided by literature and feedback from staff

Task Team - Discussion and drafting core items (Student Rep – invited but did not attend)

Institutional processes – senate T&L

Cleaning the data

Sourcing and verifying data
(Course – Teacher app)

Sourcing data from different faculties

Training and support for administration staff

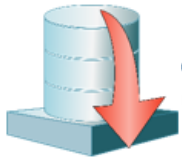
Cleaning and verifying data

Feeding the data into the Blue console – conducting the evaluations - analysing data

Within Blue

Data Processes

Source Data



Blue



Course Data

User Data

Relationship Data:

- Course-Instructor
- Course-Student
- Course-Supervisor

Teacher App - Data Solution

Home > Courses

Faculty of Science > School of Mathematics

Year: 2020

Show 10 entries Search: Math2014

Course Description	Course Code	Teaching Block	Diagonal/Slot	Teacher	Action
Mathematics II	MATH2014	FYR	A		+
Mathematics II	MATH2014	FYR	D		+
Mathematics II	MATH2014A	FYR	A		+
Mathematics II	MATH2014A	FYR	D		+

Previous 1 Next

Showing 1 to 4 of 4 entries (filtered from 179 total entries)

Enhancing student participation to improve quality / reliability of evaluations

Orientation week activities

CLTD staff

Student ambassadors

Support documents on Blue

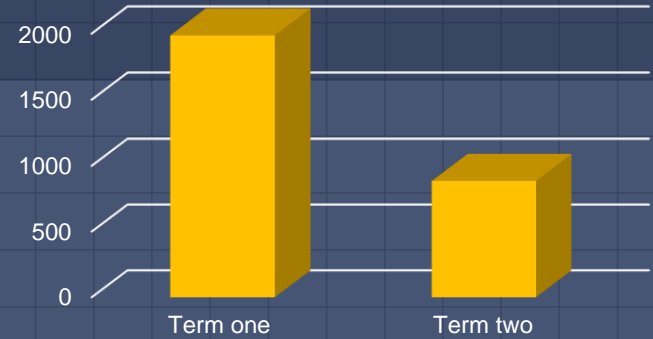
Shared via lecturers

Shared via central platforms

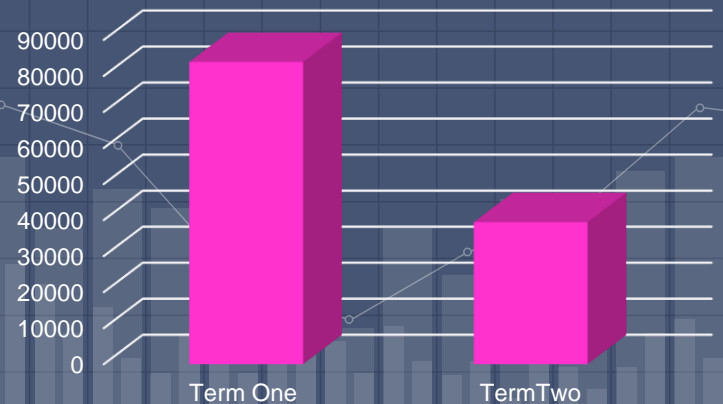
Data for first semester 2020

	Term 1	Term 2
Lecturer participation	1986	885
Student Participation	83 874	39 429

Lecturers requested to participate

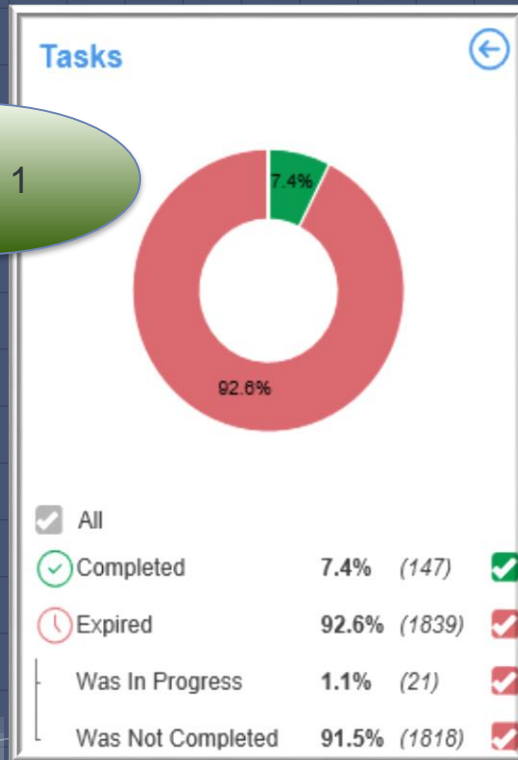


Students invited to participate in evaluations

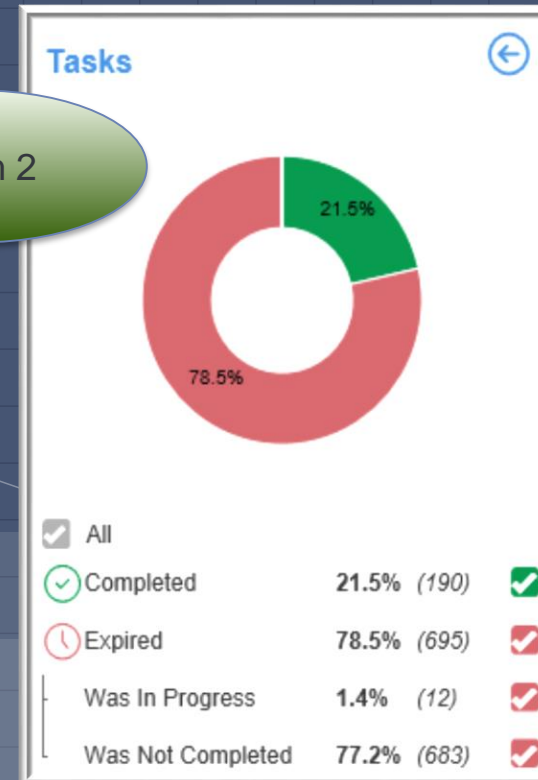


Lecturer and QP data

Term 1



Term 2

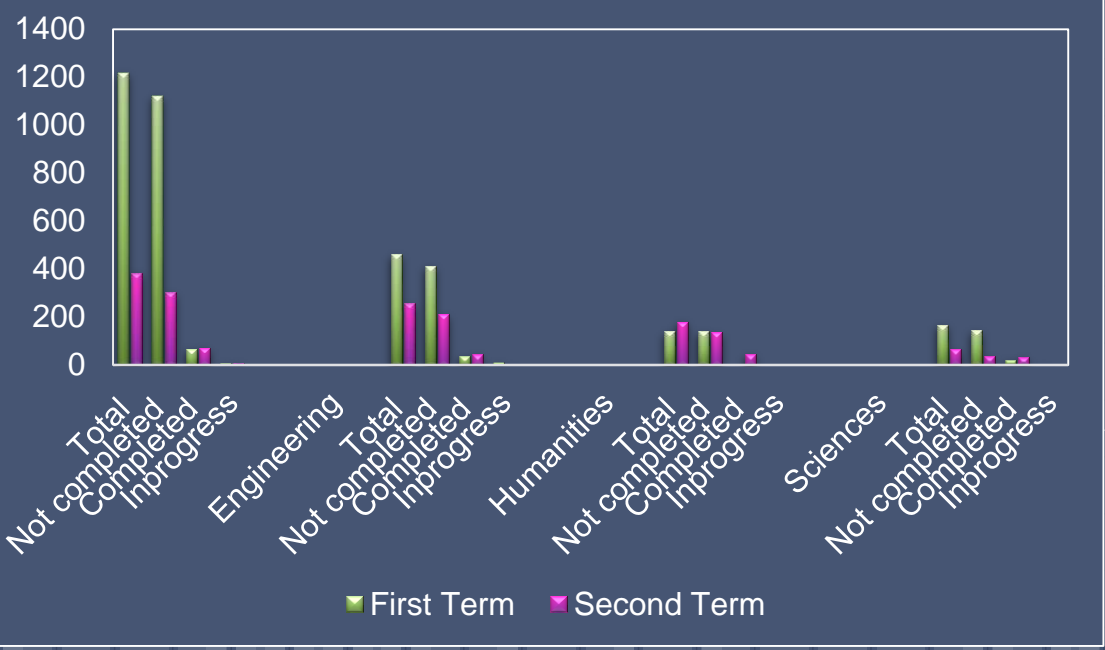


Lecturer and QP data

QP Faculty Data

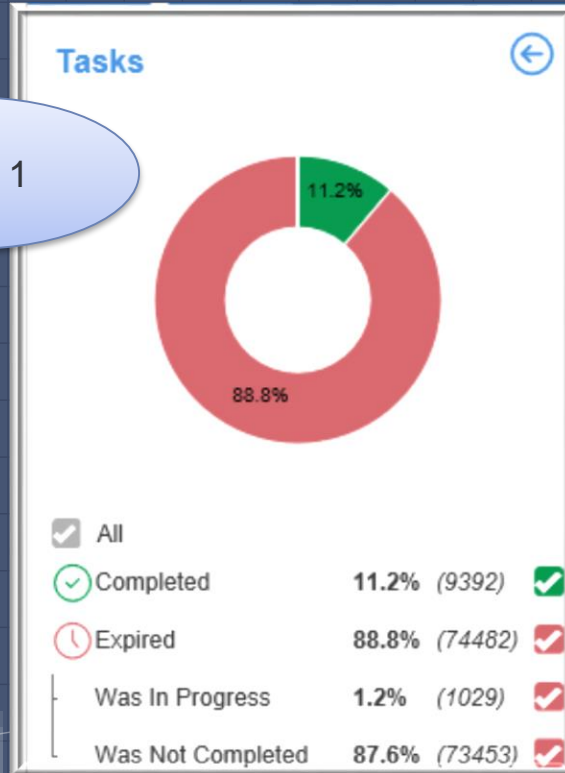
Exported QP Data

A	B	C	D
TaskStatus	ActivityStatus	StartDate	EndDate
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ExpiredWasNotCompleted	Started	18 05 2020 02:00	23 05 2020 23:59
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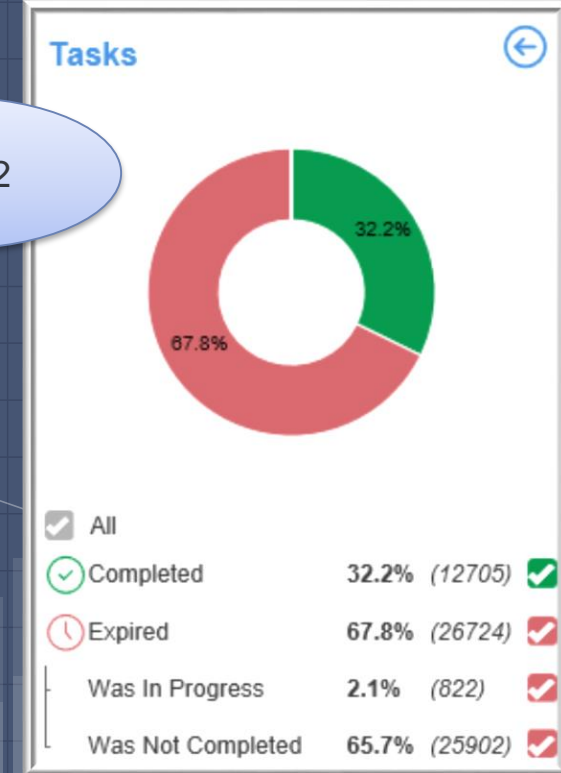


Student and response rate data

Term 1




Term 2



Reflections and conclusion

- In our quest to enhance participation (of both academics and students) Blue has enabled both the use and usability of data to make informed decisions.

Also noted,

- For effective use of the system it is important to develop solutions that are contextually relevant when handling data
 - In future, Wits will explore the affordances of the system to strategically use data to contribute to improvement of student success.
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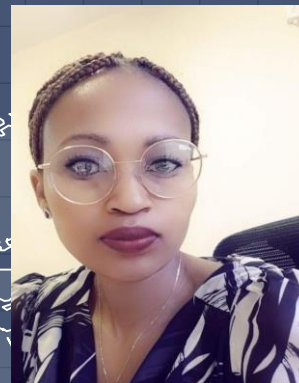
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The Team



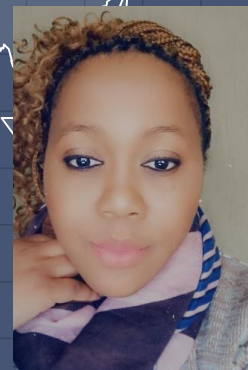
Rejoice Nsibande



Nompumelelo Mazibuko



Rita Kizito



Nthabiseng Mokoena

A white outline map of the African continent is centered on a dark blue background. A white location pin is placed in the southern part of the continent, with a white rectangular box containing the text "our office" positioned above it.

our office