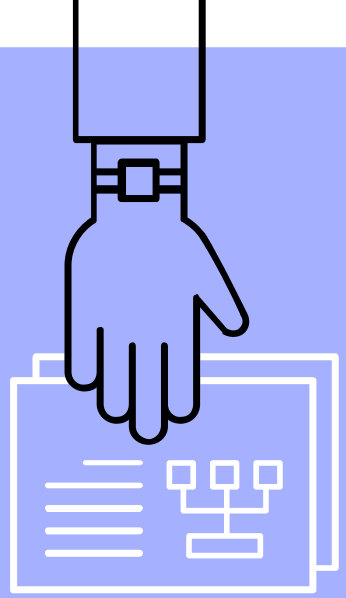
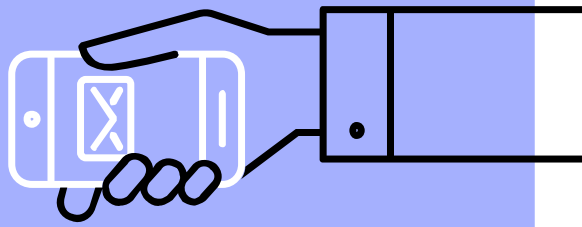
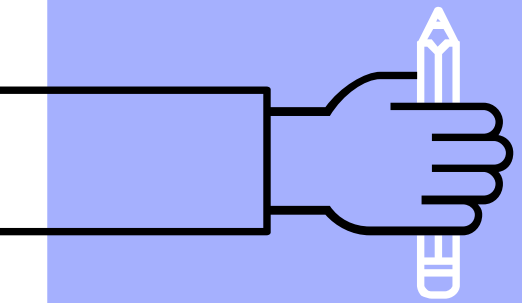
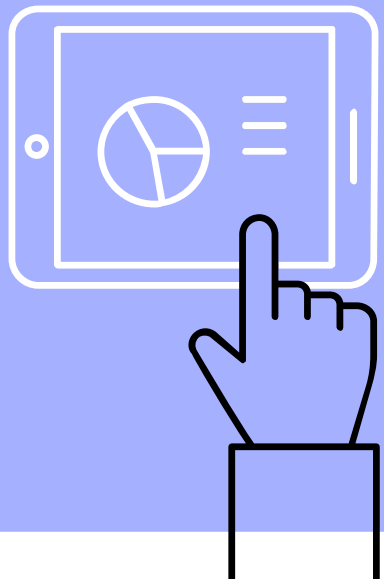
Factors Influencing Feedback & Engagement

Faculty & Student Perspectives







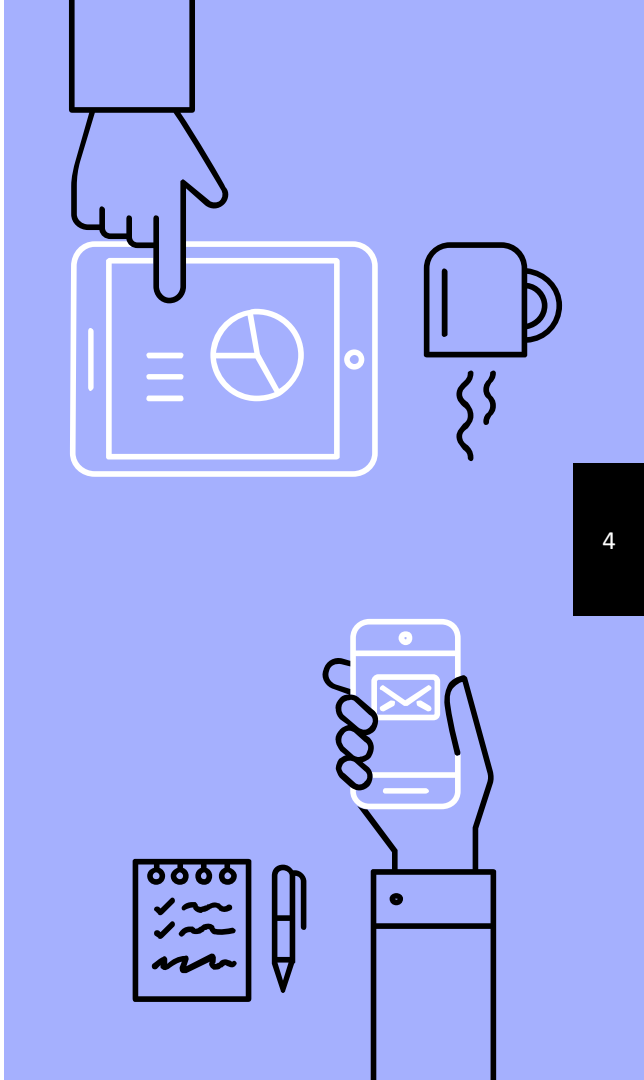


How has the shift to remote course delivery impacted response rates for formal student evaluations?

Institutional Response Rates

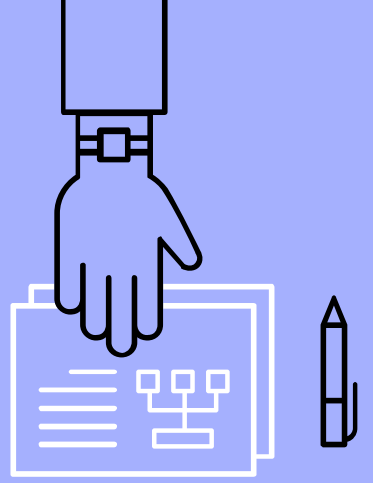
Winter 2019	Winter 2020	Winter 2021
In-Person	In-Person + Remote	Fully Remote
38.2%	22.1%	24.1%

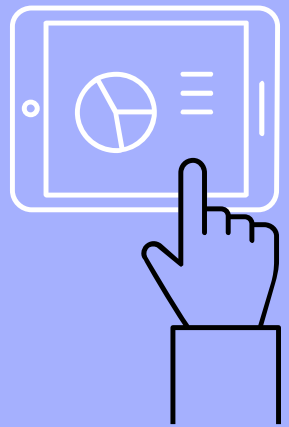
→ *+ Shift from “summative” to “formative”*



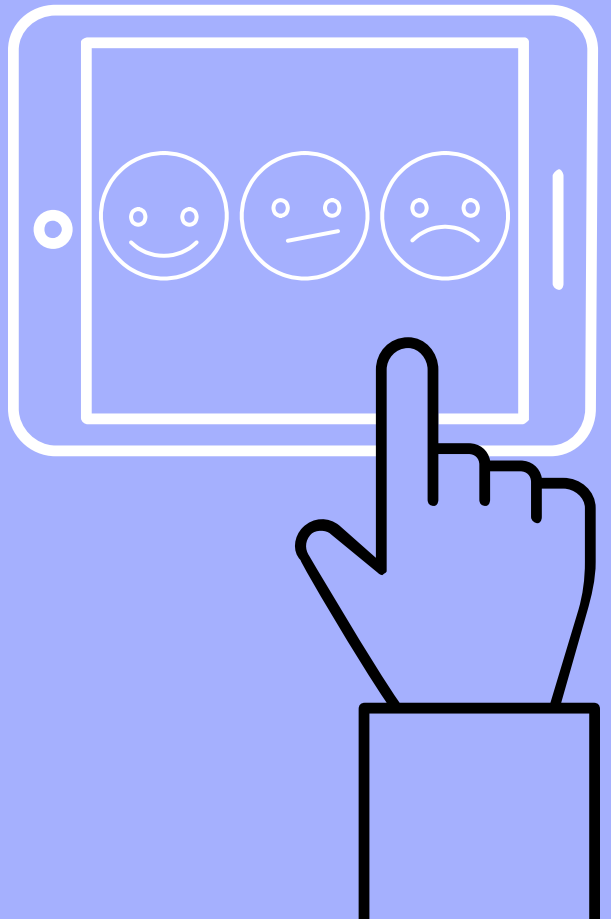
Questions

- Have instructors changed how they're soliciting feedback?



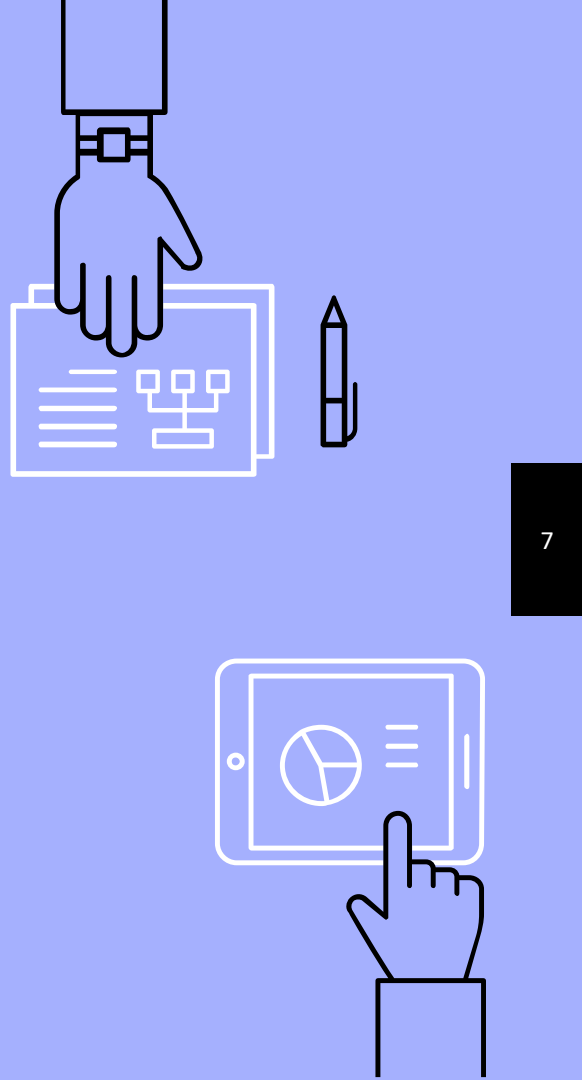


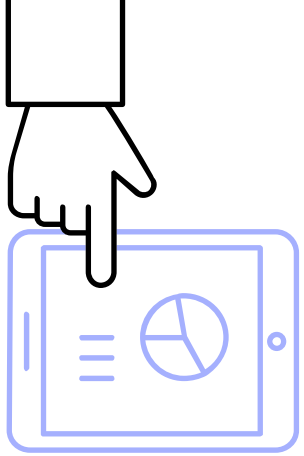
How are things going?

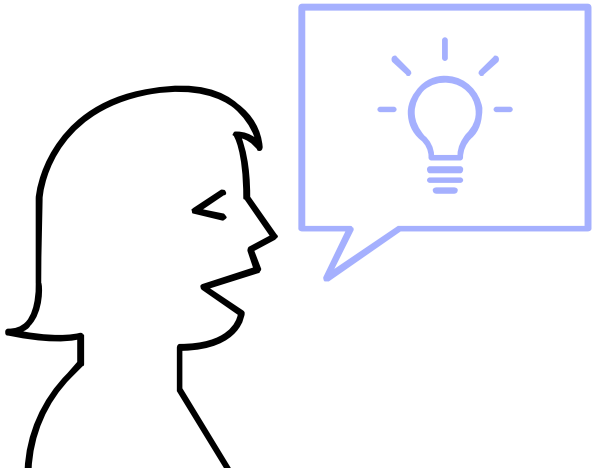


Questions

- Have instructors changed how they're soliciting feedback?
- How does (online) engagement impact response rates and student perception?







Focus Group

Value, Use, & Solicitation of Evals

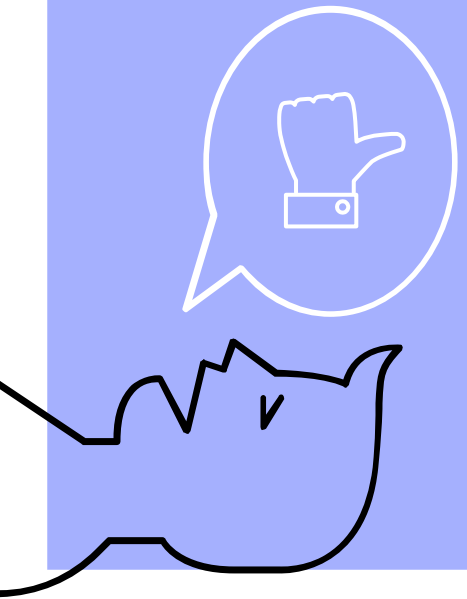
Faculty Survey

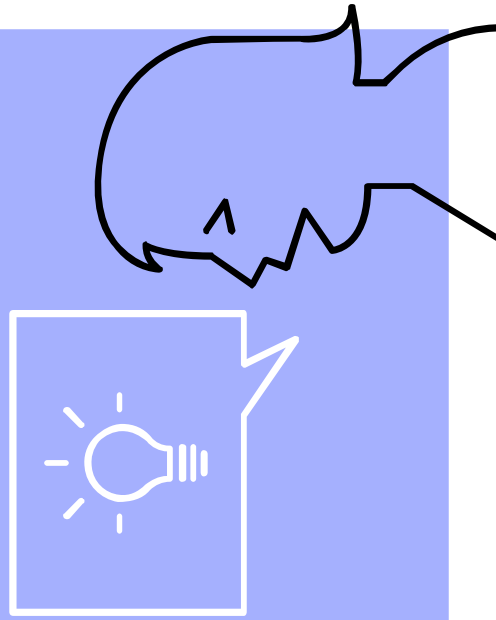
Engagement & Eval Solicitation

Student Survey

Eval Participation & Perception

Focus Group





Focus Group

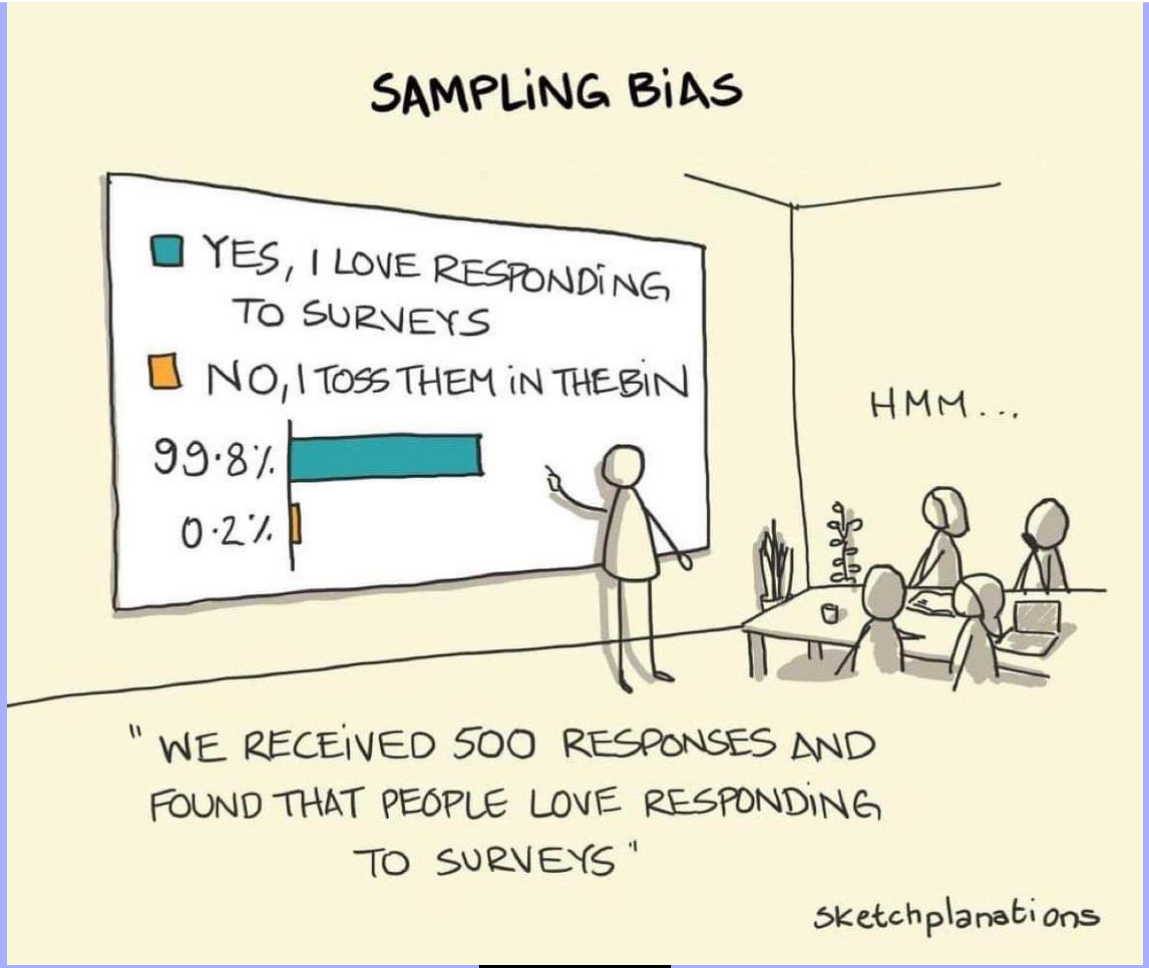
- N=4 (ECON, CHEM, PSYO)
- Informal, formative feedback
  - Solicited by all, in-person and online (not new)
- Methods for soliciting feedback:
  - Email, Announcements (LMS), Incentives, Describing value

Focus Group

- Value all forms of feedback, but benefits to informal:
  - Mid-stream adjustments
  - Full control over questions
  - Course-related
- All had high online engagement
  - Regular, live check-ins
  - Recorded videos
  - Announcements, emails, etc.
- All forgot to advertise

Focus Group

- Response rates mirrored institutional response rates
  - Winter 2019: Approx. 40%
  - Winter 2020: Approx. 19%
  - Winter 2021: Approx. 21%



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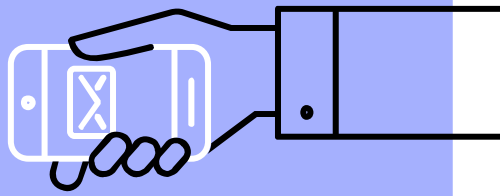
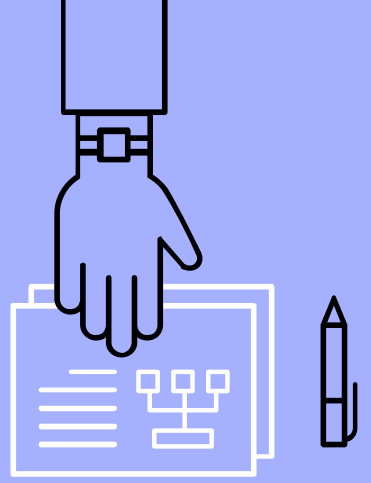
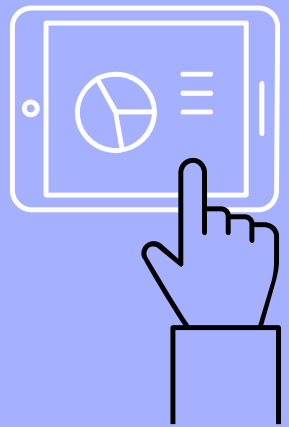


Faculty Survey

Faculty Survey

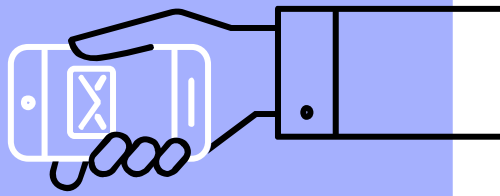
- Engagement survey n=34
- SRI survey n=25
- Majority lecture course instructors



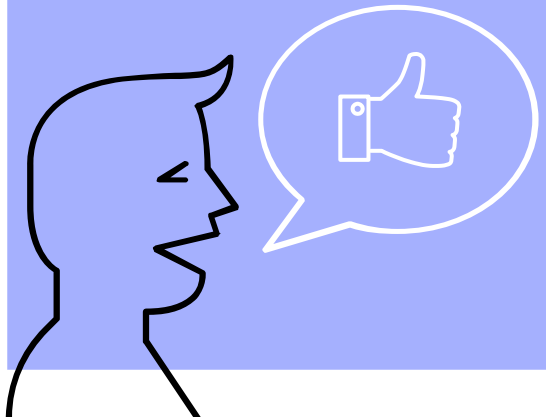


Faculty Survey

- 92% encouraged formal student feedback (in-person & online)
- 87.5% solicited and used informal feedback (in-person & online)
- Methods for soliciting informal feedback:
  - LMS polls
  - Anonymous external platforms
  - Weekly questionnaires

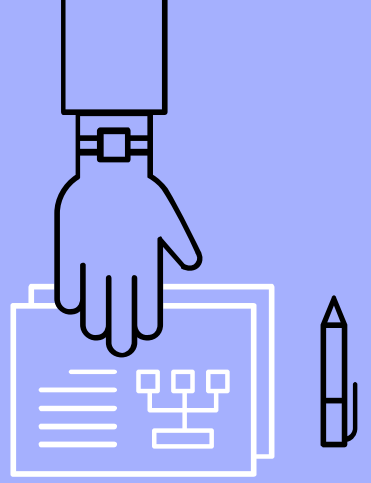


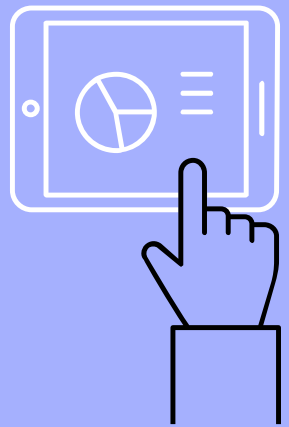
Student Survey



Student Survey

- N=87
- Majority in STEM
- Student for:
  - 2 yrs: 23
  - 3 yrs: 21
  - 4 yrs: 13
  - 5+: 30





Student Survey

- Asked for informal feedback:
  - 27.5% in-person
  - 38% online
- Almost all students who provided informal feedback, also completed formal evaluations

What might be underlying cause of decline in response rates?

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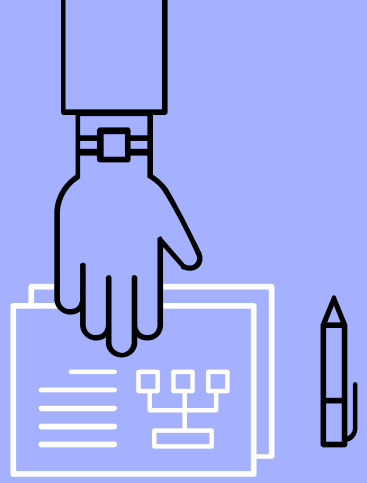
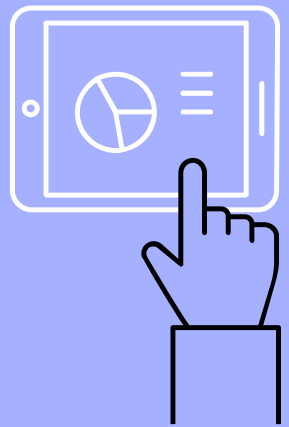
What do you think?

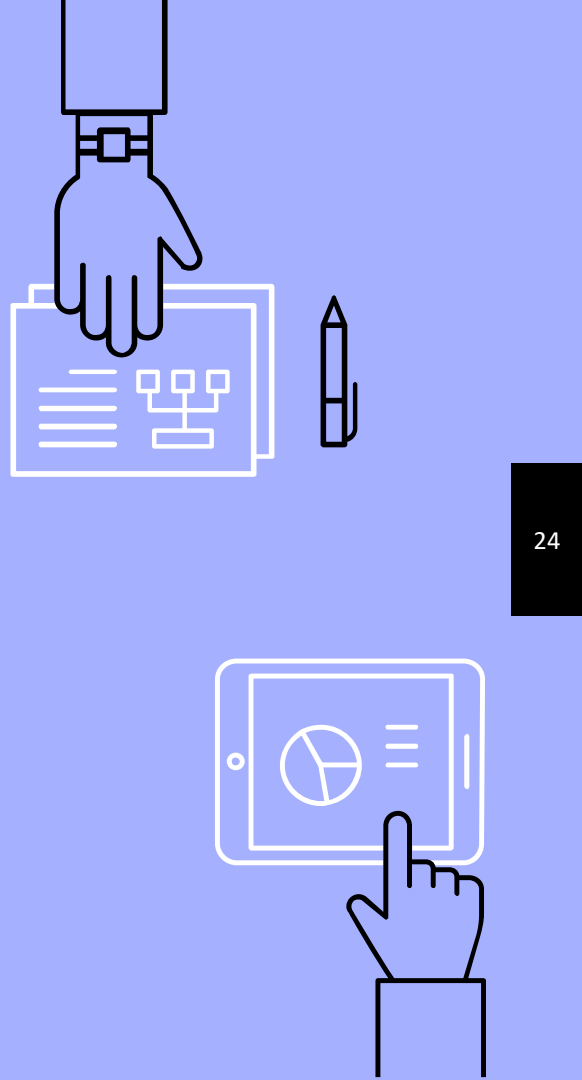
Which approach for soliciting student evaluations of teaching do you think is most effective during **in-person** learning?



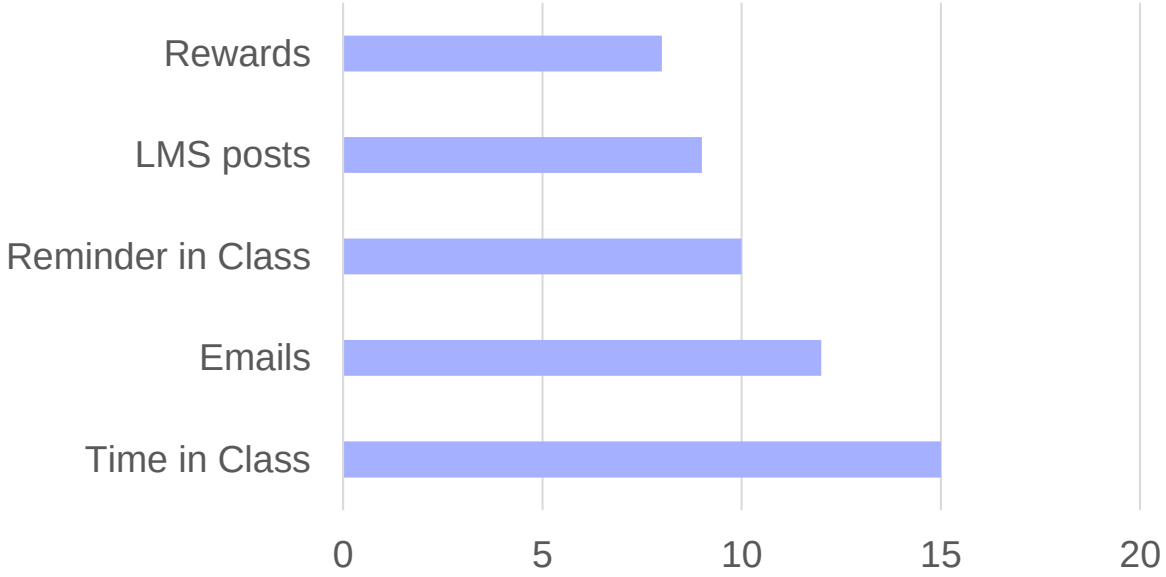


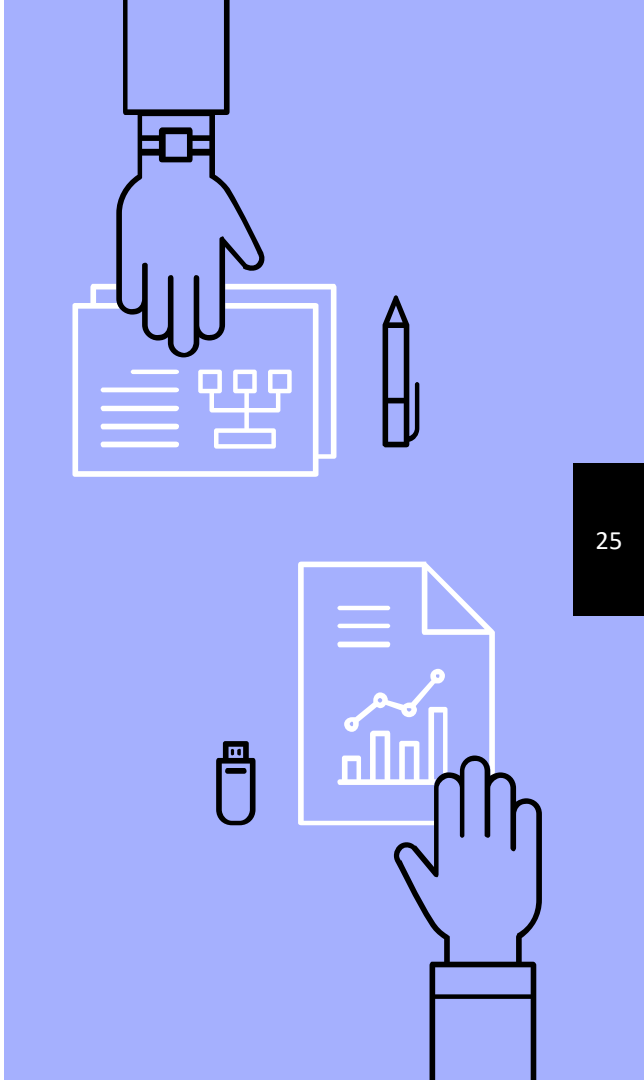
What do you think?

1. Explaining their impact on course
2. Reminders posted to LMS
3. Dedicated time for completion
4. Email reminders
5. Incentives for completion (e.g., bonus points)



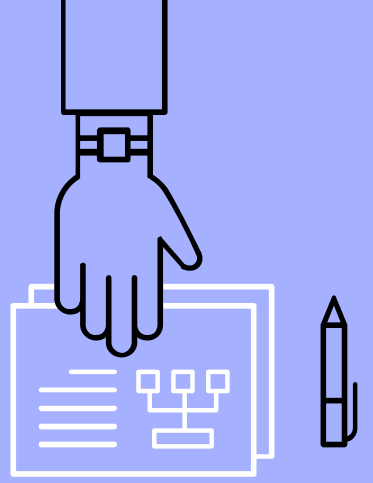
Response Rates: F2F

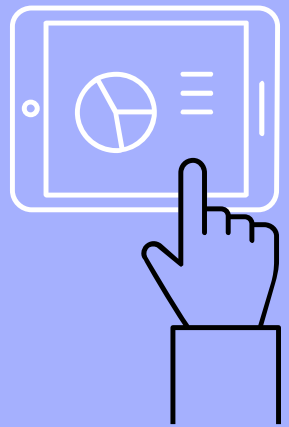




What do you think?

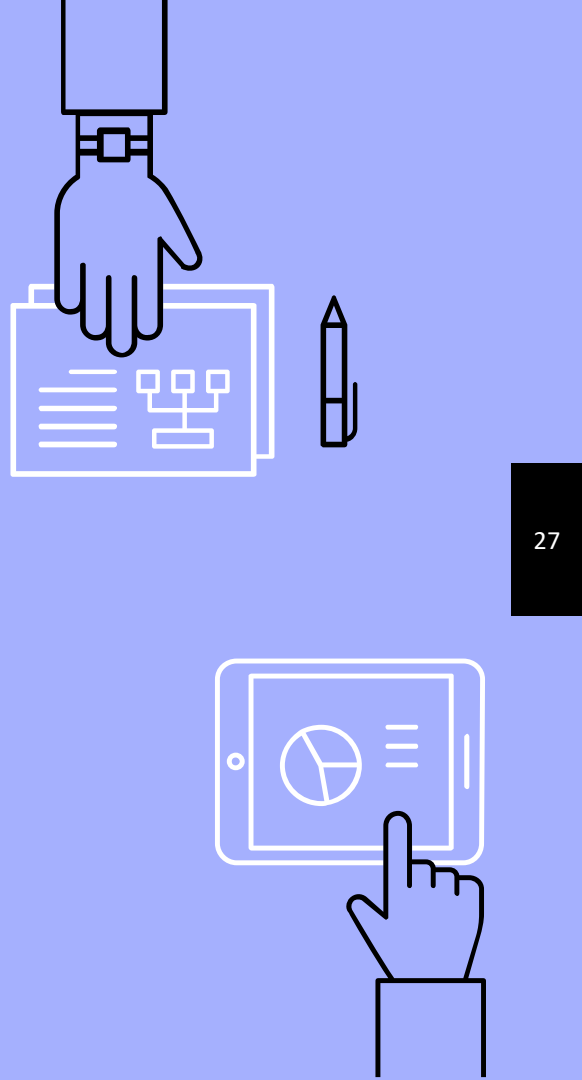
Which approach for soliciting student evaluations of teaching do you think is most effective during **online** learning?



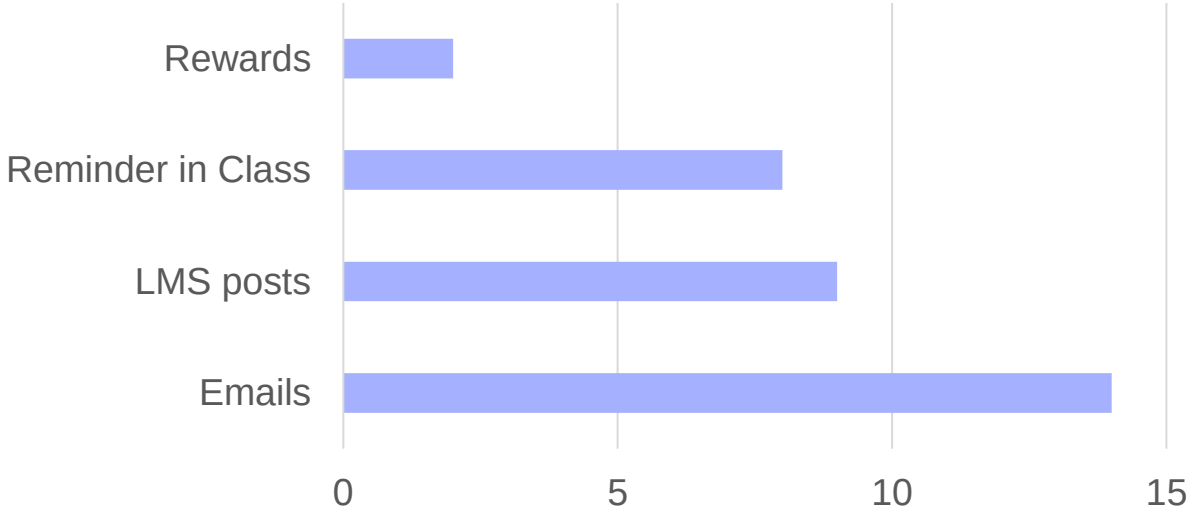


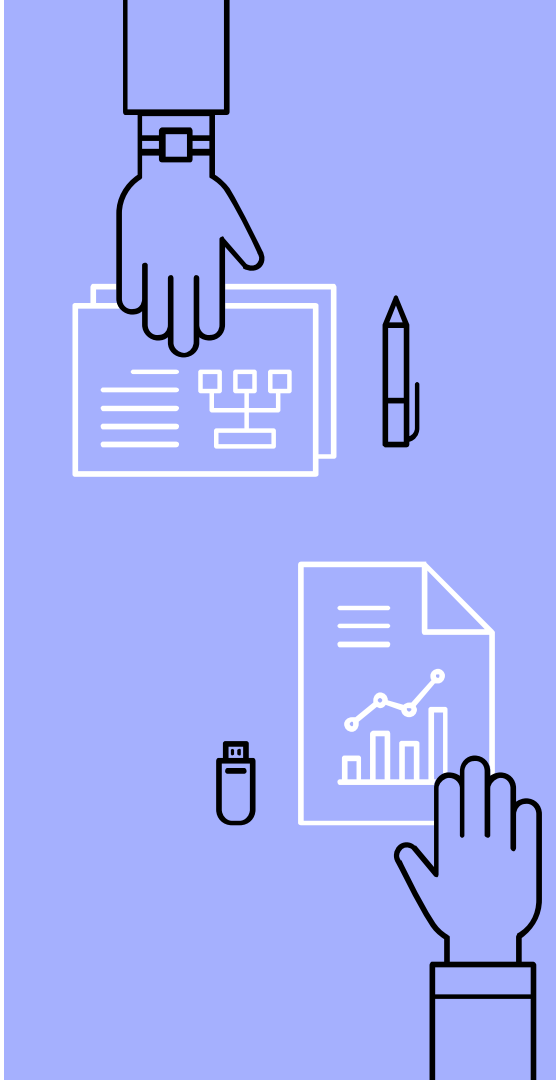
What do you think?

1. Explaining their impact on course
2. Reminders posted to LMS
3. Listed as outcome in course module
4. Email reminders
5. Incentives for completion (e.g., bonus points)



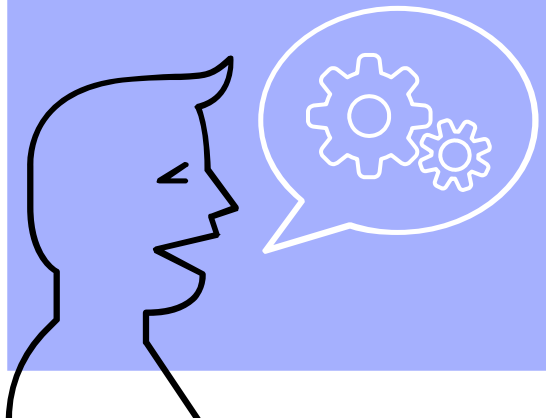
Response Rates: Online

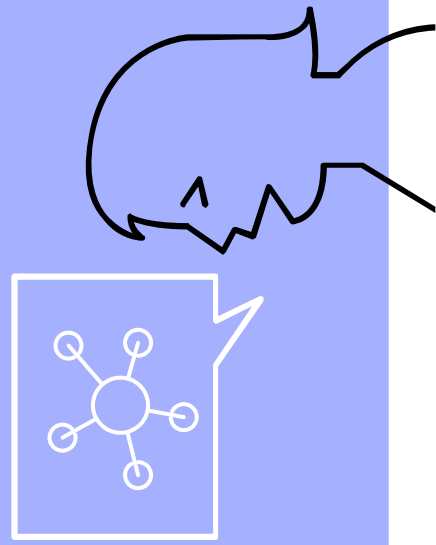




Education is a constantly evolving process, and this feedback can help further better course structure and design

Engagement

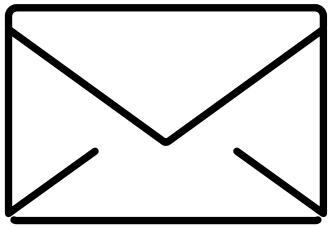




Engagement?

- Relationship between specific online engagement strategies and response rates?
- Are instructors who are ‘more engaged’ online, more likely to solicit informal feedback?

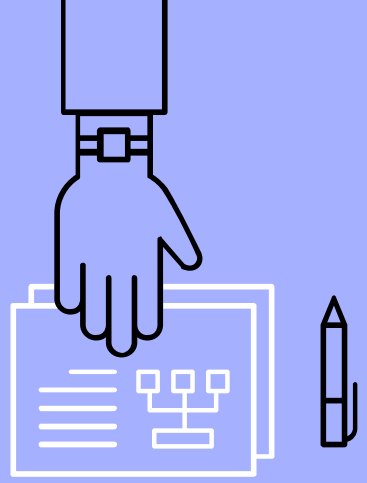
?

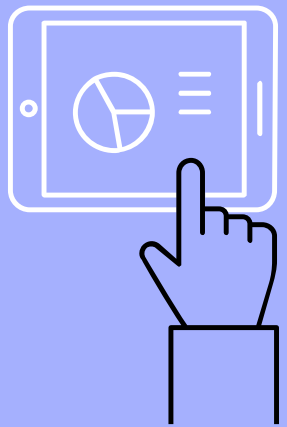


Provide dedicated time and direct reminders for students to complete evaluations

Looking Ahead

- Return to in-person + lots of online
- Online engagement
  - Poll early, during regular term
  - Compare engagement elements in course space





THANKS!

Any questions?

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Slides Carnival