



Something Old, Something New, Something Borrowed, Something Blue

TUESDAY, 2ND AUGUST 2022

@JULIEMULVEY

About Me



Julie Mulvey – Blue Expert
Senior Digital Education Consultant
Durham Centre for Academic Development, Durham University

Involved with online evaluations since 2005
Piloted Blue in 2016 after 5 years
Just completed first 5 year licence
Blue Expert

Interests: Family History, DNA, War Graves, Progressive Rock and Gin

Married a musician on Live Aid Day!



About Durham University

Russell Group University –

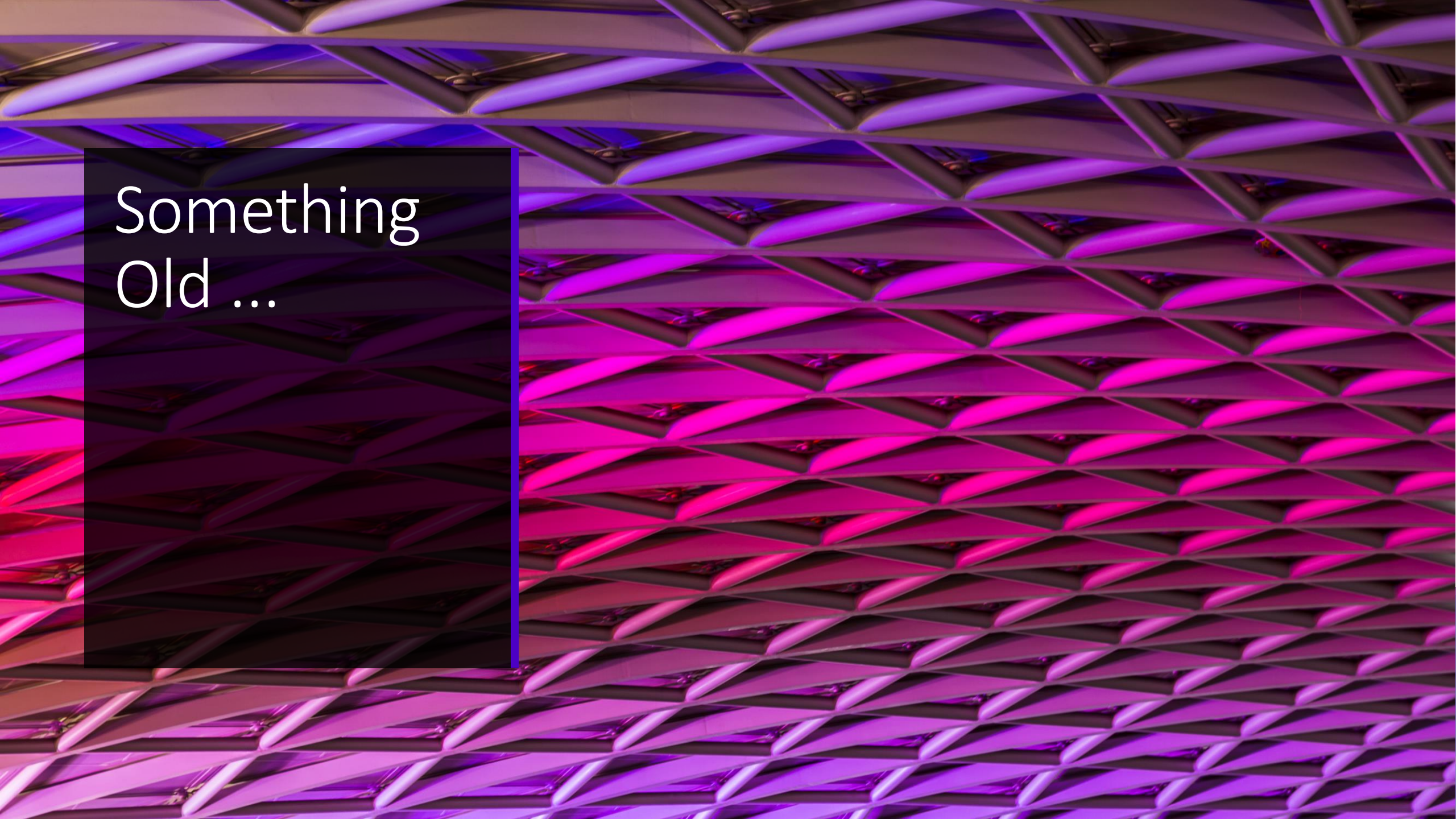
24 UK institutions that are world-class research-intensive universities.

These institutions provide 2/3rds of the world-leading research produced in UK

At Durham research outputs underpin the curriculum

It is Collegiate meaning students live in one of 17 Colleges which are for living and pastoral care.

One of our Colleges is a Castle so there is quite a fight for students to be placed there!



Something
Old ...

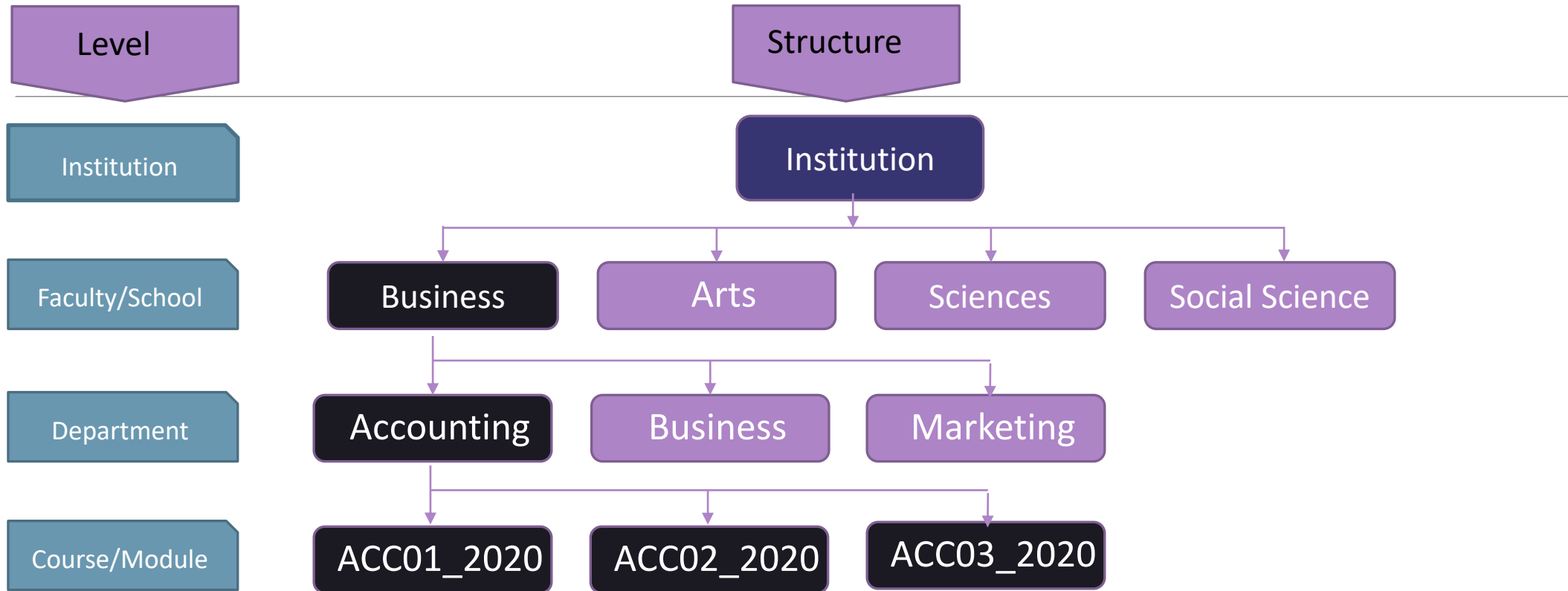
The Pilot and First Five Years

After piloting Blue with our Business School and completing an Evaluation Task & Finish Group – we signed a five year deal with Explorance

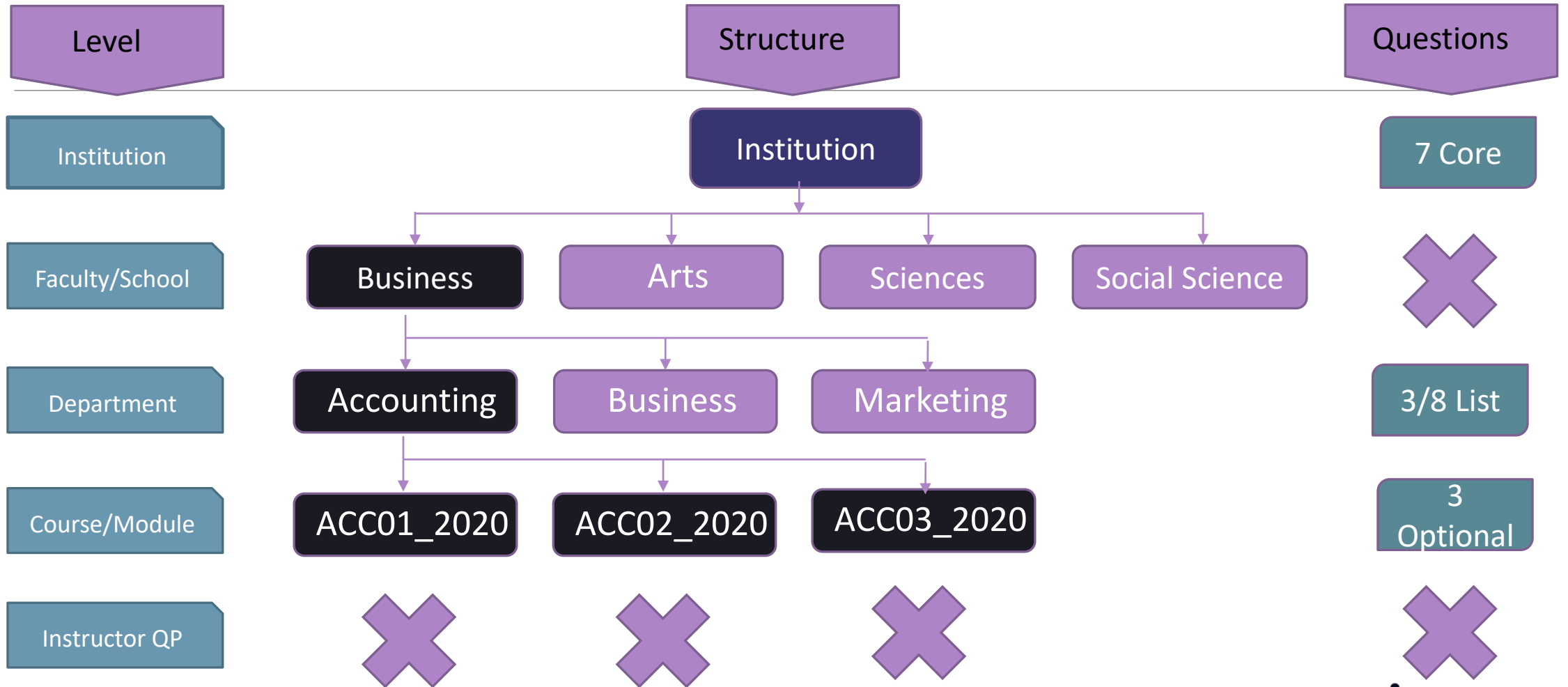
Things we did during this time

- Developed a cascaded Institutional Hierarchy
- Developed a tool that created a Question Bank for import into Blue
- Developed a Method of rating of teaching staff having multiple Roles
- Used Dynamic Viewers for reporting
- Utilised Data Integrity Gateway for data checking

Institutional Hierarchy



Cascaded Model of Questions



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

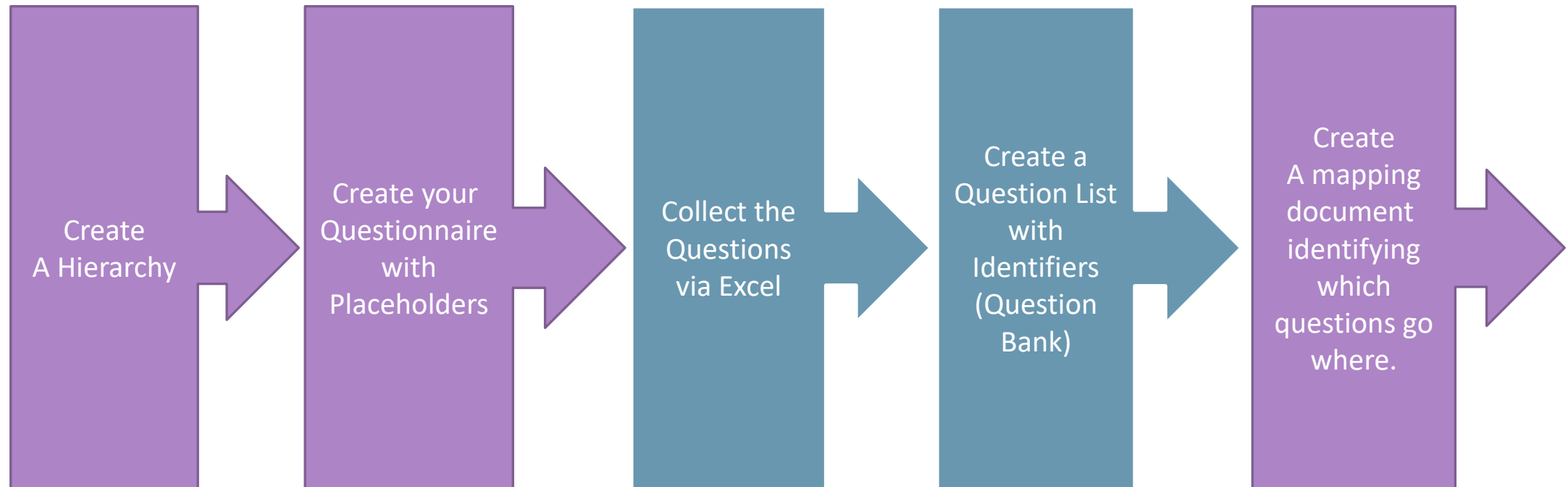
questions selected by departments

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).

The Flow

This was my process



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 at Module Level



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

Findings: Managing the QB was too much!

I gave a talk in 2019 entitled Question Bank or not to Question bank

➤ My response on Thursday last week was : Do Not use Question Bank

But how to manage the question cascaded model

➤ My response: Don't use the cascaded model but create one question set and multiple sets of trigger questions

During 2021/22 academic year we simplified things - we ran all our Undergraduate and Postgraduate projects using one standard question set

No spreadsheets! What a joy!

Secondary Subject Selection

At Durham University it is mandatory to rate any member of staff who has a contract that includes teaching as part of their employment.

We have Core teaching staff – those who teach everyone in a module

We have additional teach staff - those who contribute as a Seminar Tutor, Lab Skills, and so on

We have Dissertation modules where a student needs to specify their Supervisor

So we used Secondary Subject selection – making core teaching staff questions appear automatically but additional staff and dissertation supervisors to appear as a list of staff and students select.

There are some issues with this but Explorance are working on it.

Data Integrity Gateway

Without spreadsheets you do need to double check the data

- We have issues that we don't know the end dates of modules
- We need to know who the Module Leader/Convenor is for the Full Report
- We need to know which staff to rate and for what roles
- For reports we collect Cross List Code and Cross List Name – so we evaluate modules individually and merge them at the report level
- We have been using DIG for this data collection and it avoids any issues with mistyped userids



Something
New ...

Institutional Buy in

A new dedicate Blue person employed as part of the Quality Review team – Starts 22nd August

Needs a review of current practice

A write up of Policy

A training review for DIG Admins and a Communications Plan

Single Sign on and automated data flows to be set up with our IT Department and Explorance

How to streamline rating staff on multiple roles and tying this into the Timetabling system

Review of Dynamic Viewers – an ongoing systematic review rather than annual

Project Plan for PSS Work

Single Sign On

Add the Blue Connector (to add the pop up message in the Learn Ultra VLE)

Update the Blue BPI modules that appear in the VLE

Automate Dataflows (hey no spreadsheets)

Set up the Blue Dashboard ***

Continuous Data Integrity Gateway with teaching end dates for all modules

Questionnaires

We have standardized questionnaire with hard coded questions

***On Thursday I found out that the Blue Dashboard only works with Question Bank questions so have to go back to revisit the use of the QB and Question Mapping

Future Development - Outside of the standard question set we are going to review:

Additional question sets.

So using DIG you can select to use the Standard Questionnaire

Or the Standard Questionnaire + Field Trip block

Or the Standard Questionnaire + Lab Skills block

These will be blocks of questions turn on an off depending on the flag set in the Data Integrity Gateway.

Question Personalisation

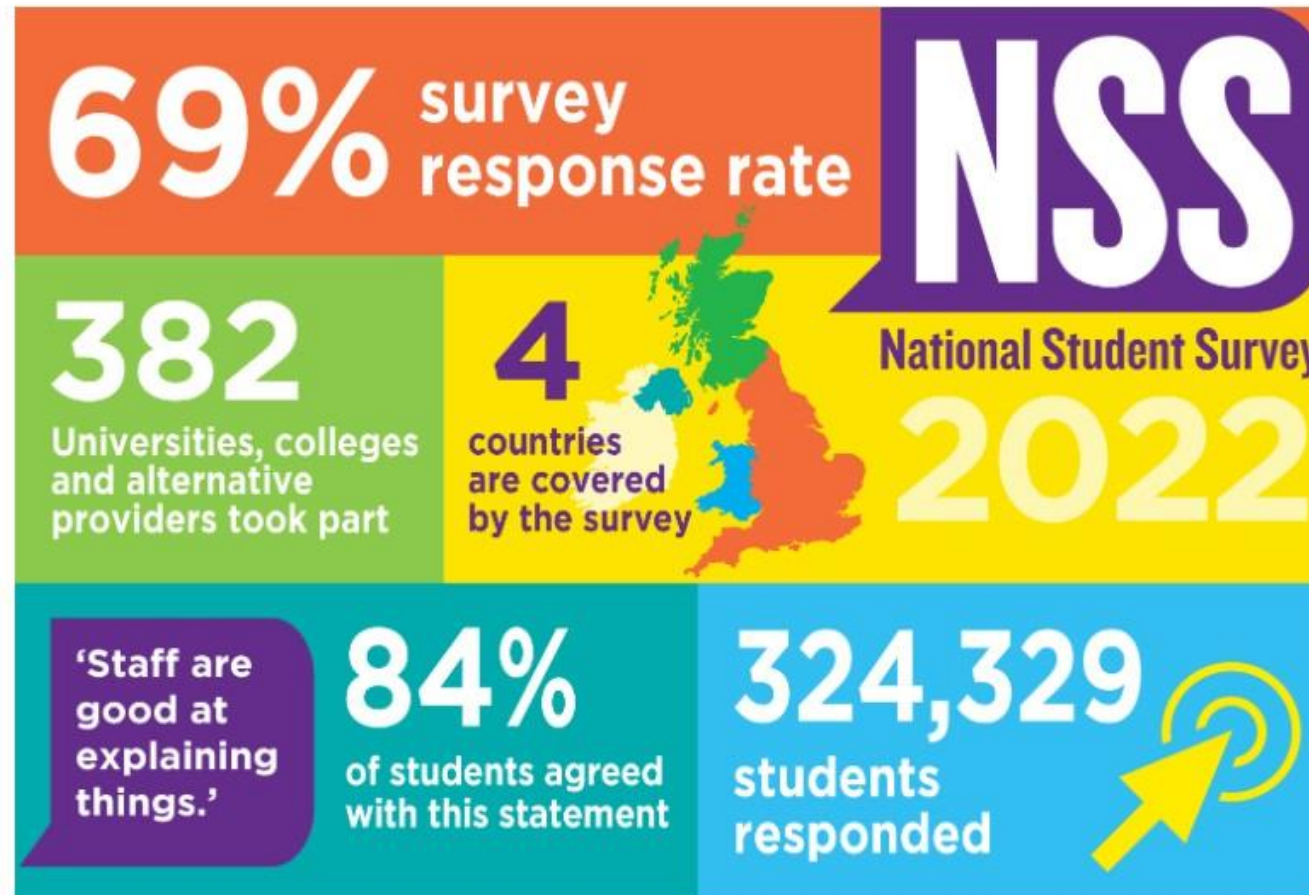
We are going to look at Question Personalisation but only at the the Module level and not at the instructor level

This is to allow for nuanced questions such as:

In Astronomy 101 – please rate the section on Blackholes

Very specific module questions that would never be used outside of that module

NSS Question Set



NSS Question Set

Planning for the Future?

UK National Student Survey is considering the use of a question scale with two null values

Questionnaire response scale

Definitely agree, Mostly agree, Neither agree nor disagree, Mostly disagree, Definitely disagree, not applicable.

I cannot answer this question - I do not understand it or I do not know the answer.

<https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/>

Single Sign on

- ❖ Emails sent to students with a link direct to evaluations
- ❖ Emails sent to staff with link direct to return rates
- ❖ Students and staff are pointed to Blue BPI Portals within the VLE to view Evaluations and Subject Management
- ❖ For Reports emails ask students and staff to login to the VLE to access the Blue Report Block
- ❖ However in Blue 8 – the link in email to staff allows viewing of reports
- ❖ So we are going to Implement Single Sign on but need a better understanding of how this relates to links within the VLE (Blue and Black)



Something
Borrowed ...

Ideas Borrowed

What text works well in emails to encourage student engagement

Using HTML to present emails in a more appealing way

How to rate staff with multiple roles

How to add DIG Data Rules to collect more data

How to run continuous DIG Cycles

What's in the new Dashboard

How to close the feedback loop

HTML

Using John Jordi's [webinar](#) about HTML in emails we did develop:

Module Evaluation Questionnaires

Dear [R\$FN]

You are receiving this email because you have recently completed, or are about to complete a Durham University module. Please take the time to give us your feedback. The evaluations are short and can be completed on a mobile device so you can fill them in on the go!

Your feedback helps the University to determine the future teaching and delivery of modules and Durham so please be part of the process.

Below you will find the answers to some frequently asked questions.

[Complete Your Evaluations](#)

FAQs

EVALUATION PERIOD Monday, 10 January until midnight on Sunday, 23 January!	LEARN ULTRA From the LU Homepage click on the "Tools" icon and open "Student MEQ Link"	EMAIL You will receive 1 invitation email plus up to 2 reminders for any incomplete evaluations.
ANONYMITY All responses are mixed with other student responses and are delivered in anonymised reports.	FREE TEXT COMMENTS Please be constructive - any inappropriate or abusive comments will not be included in qualitative or quantitative analysis.	PROTECTION All staff and Students should adhere to the University's Respect at Work and Study policies.
THRESHOLDS Reports are not generated where there are less than 5 responses	COMBINED REPORTS For modules with low numbers sometimes the reports are merged in order to generate a report.	RETURN RATES It is the aim to have every module achieve a 50% Return Rate

If you have any further questions about the Evaluation process at Durham please click the button below to send an email with your question.

[Email the Durham Evaluations Unit](#)

Secondary Subject Selection

Using Christina Pomykel's [presentation](#) from Chapel Hill

At Chapel Hill they were using Secondary Subject Selection in a unique way

Because they need to rate one member of staff twice – once for two separate roles

We learned from this, adapted it for our own use

Talked about this in Glasgow in March about how two institutions have adapted this to fit our needs but what we actually want it to do.

Using DIG

Two institutions to thank here:

Sarah Williams from Loughborough University on how to use DIG to [close the feedback loop](#)

And secondly

Caroline Pickering from Northampton University who demonstrated how to run a continuous DIG cycle collecting such data as which type of questionnaires were needed and choosing different evaluation dates



Blue Communities

UK & Europe Community – Meetings in Liverpool, London and Glasgow plus monthly drop in meetings (Thanks to John, Matt, Fizz et al)

Wider Global Community – all the wonderful webinars that are produced and the research projects carried out (Thanks Yeona Jang and the Community)

Expert Community – wow what a lot of fun that one is to join (Thanks Danny Glover)

BlueNotes Global – Twice in Louisville and twice in Chicago (Thanks University of Louisville)

The Explorance Professional Service Staff as well as the daily Explorance Support team



Something
Blue ...



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In Conclusion: Durham University & Explorance

We have achieved a very successful partnership with Explorance

We have seen the UK Community grow into a vibrant, rewarding group with new institutions joining all the time

I personally look forward to seeing the shape and direction that the new process will take evaluations at Durham with Explorance Blue and am sure we (someone) will be back to tell you all about it.



Thank you Any Questions?

JULIE.MULVEY@DURHAM.AC.UK

@JULIEMULVEY