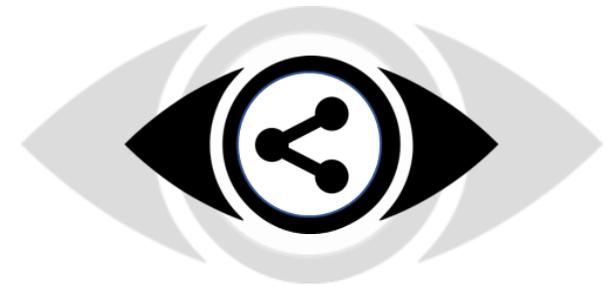
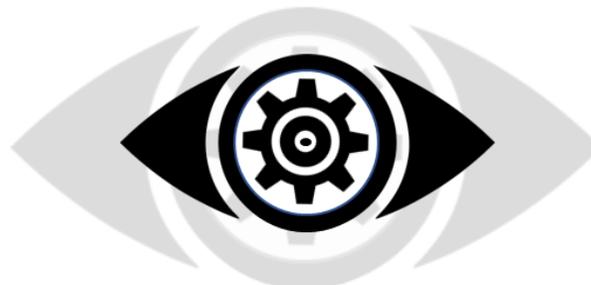
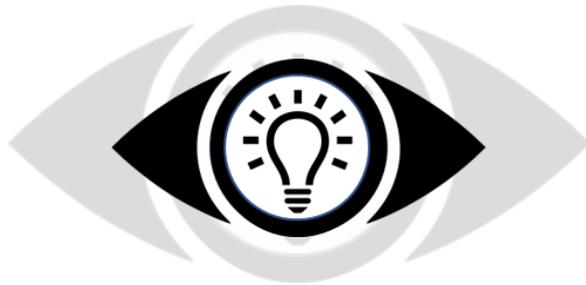
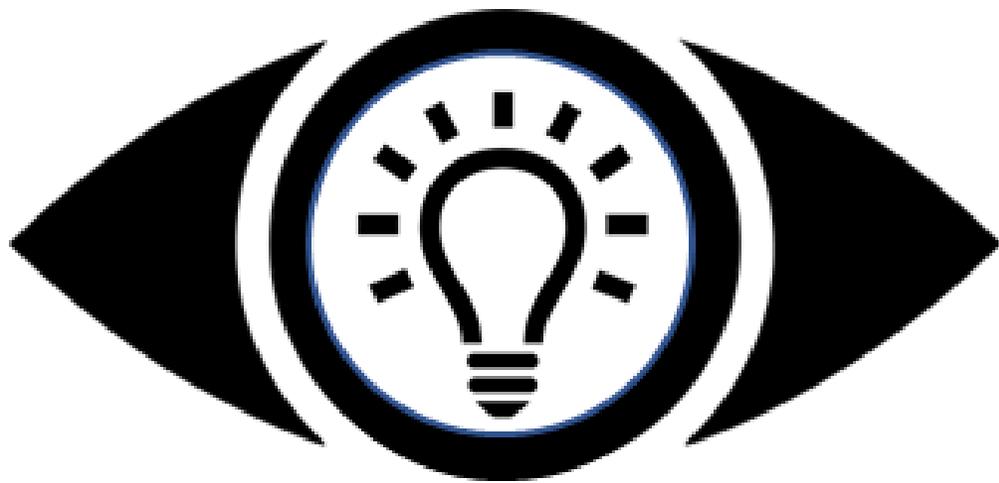


# STUDENT VOICE IN TEACHING ENHANCEMENT: THE JOURNEY FROM INSIGHT TO ACTION IN ADVANCING SYSTEMIC CHANGE IN TEACHING AND LEARNING

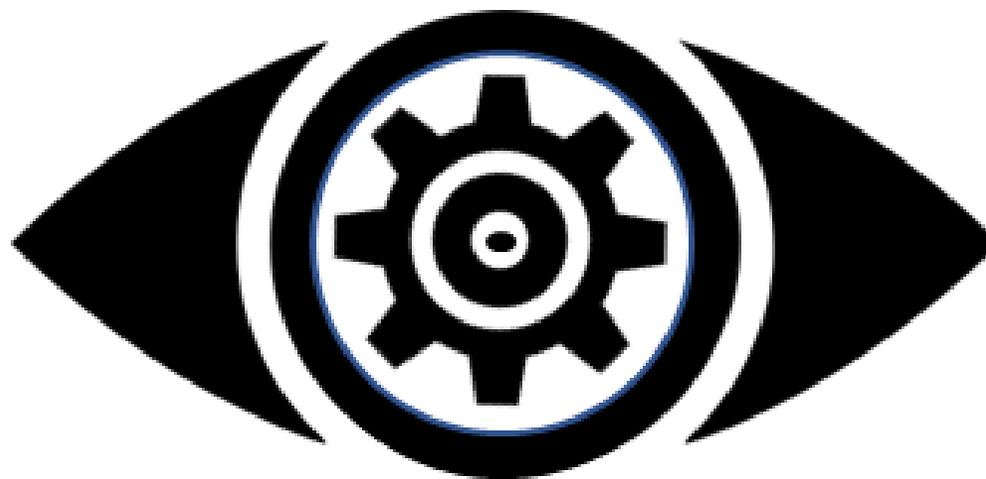
ENABLING EVIDENCE-INFORMED TEACHING PRACTICES that lead to  
EFFECTIVE AND EQUITABLE STUDENT LEARNING OPPORTUNITIES



DR. NANCY TURNER



Insight



Action

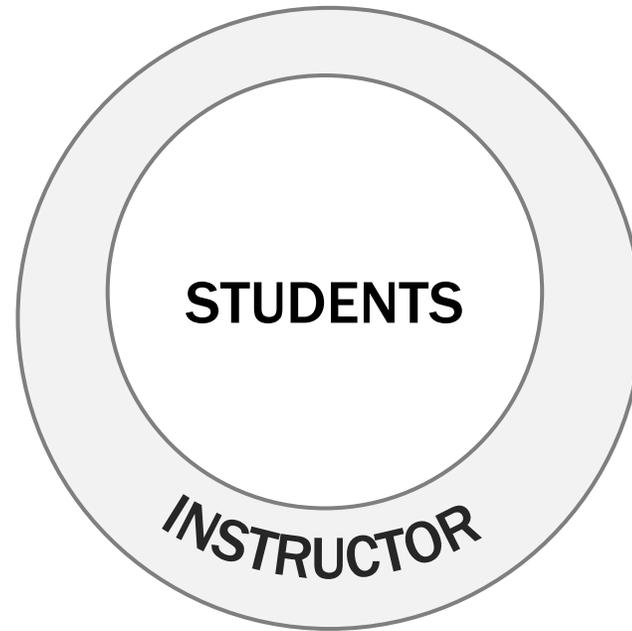


CHANGE  
MOUNTAIN



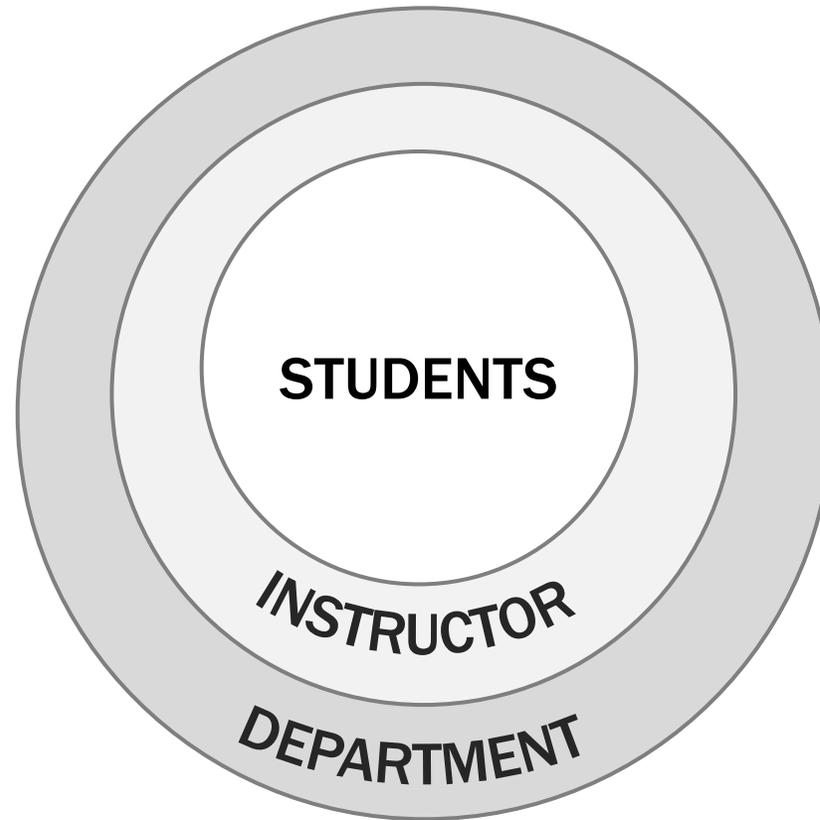
# Systemic Change

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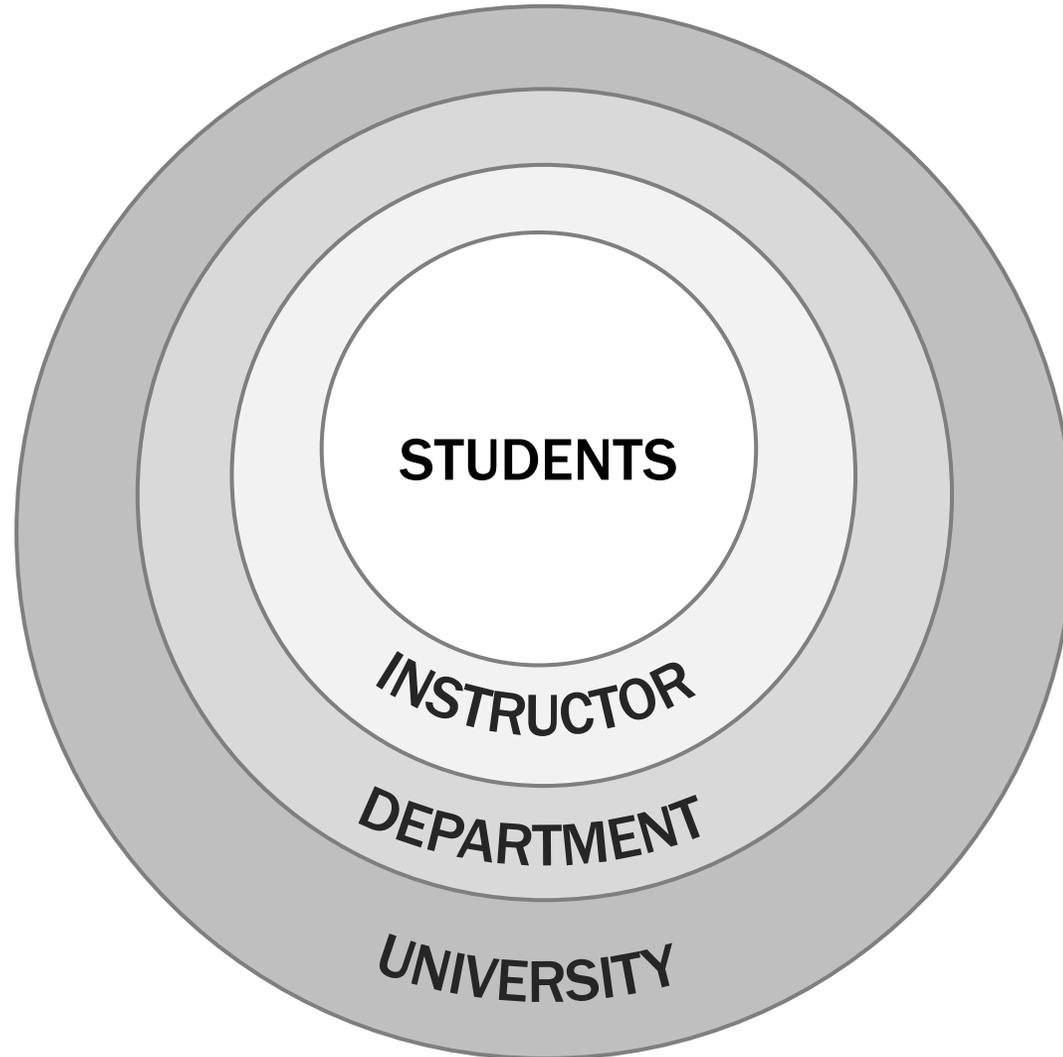
# Systemic Change

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# Systemic Change

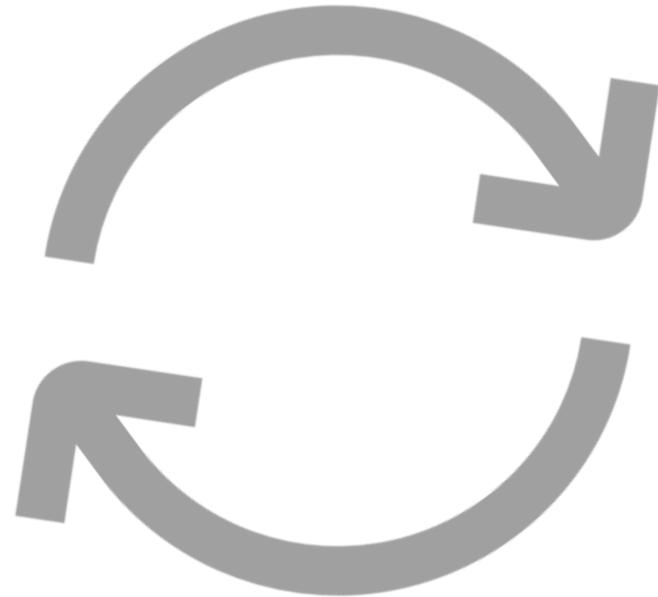
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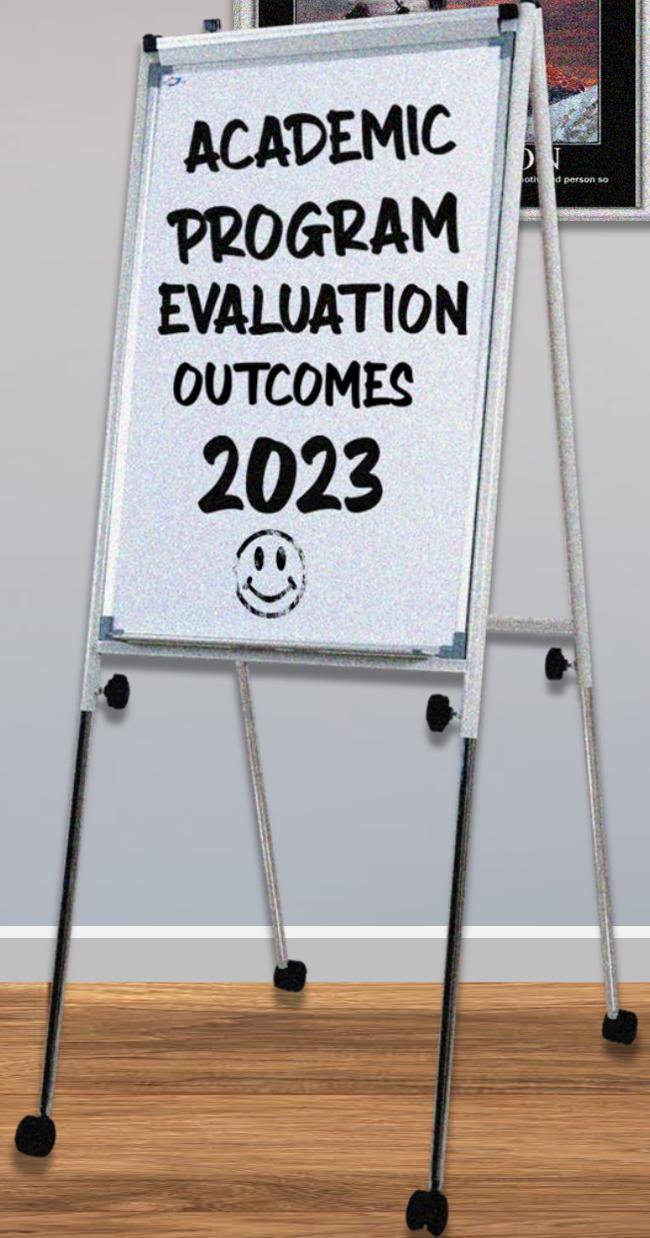
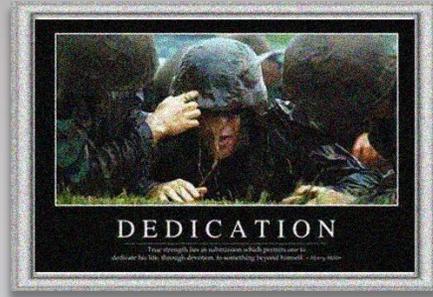
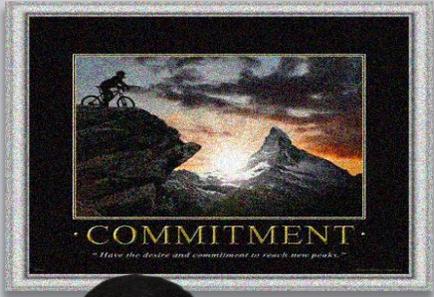


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'The key to learning is feedback'

Steven Levitt





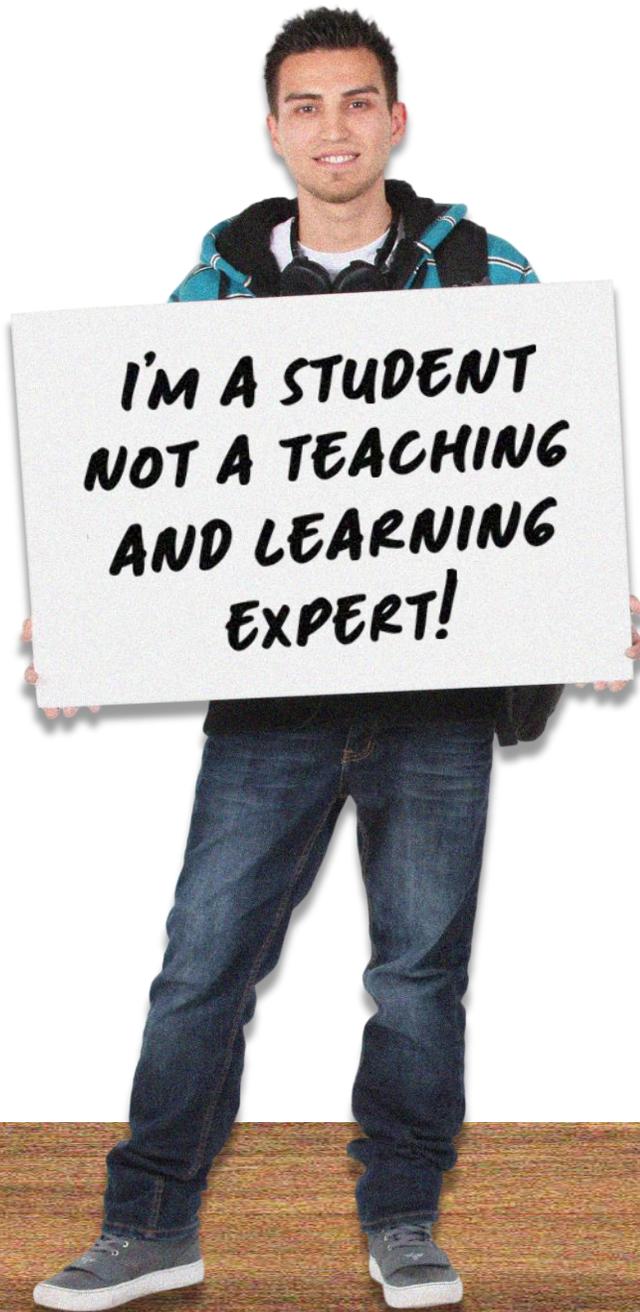


What is the  
problem with  
student evaluations  
of teaching (SETs)?





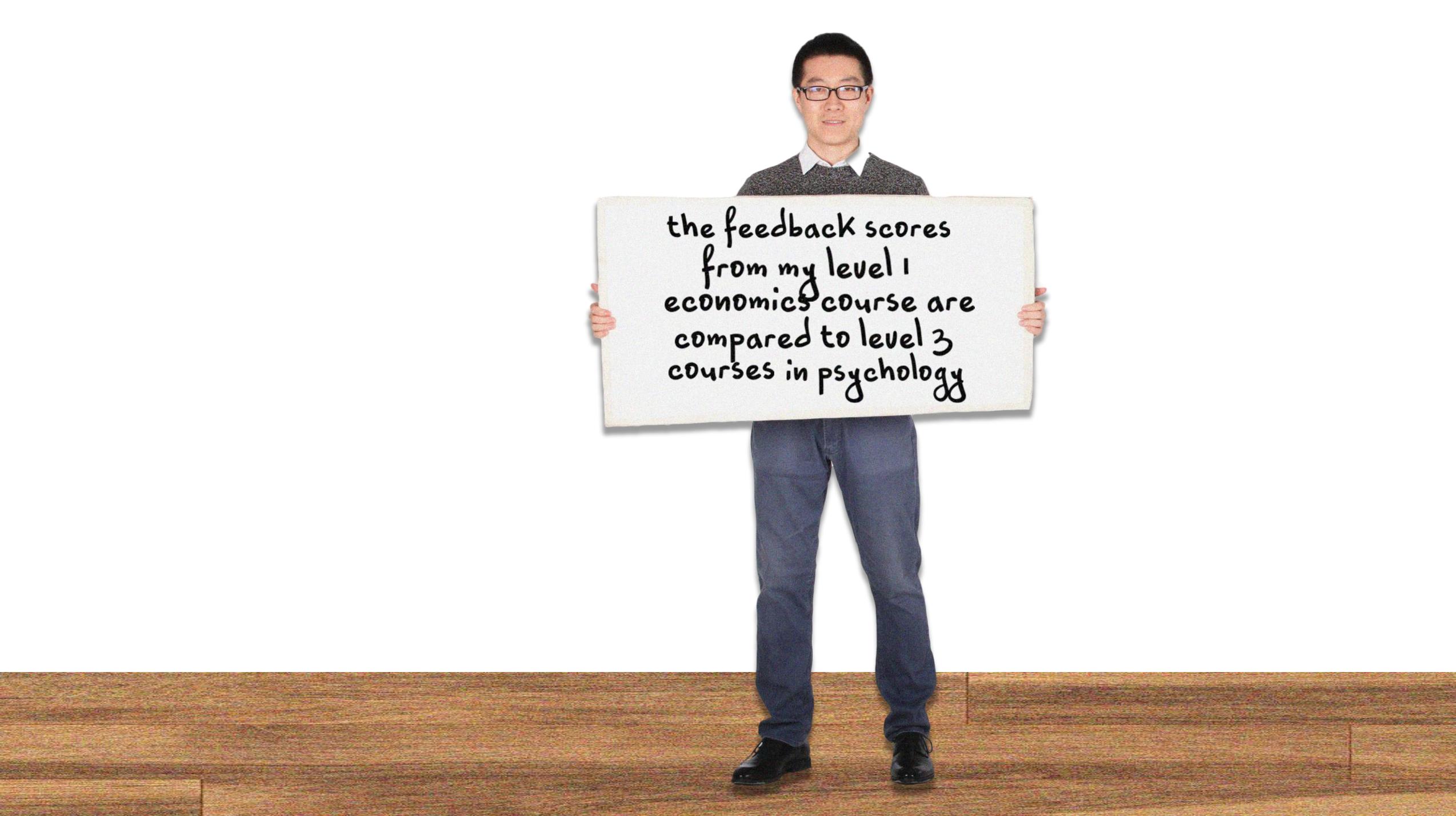
What about all the time  
I put into designing my  
course and planning  
student learning  
activities?



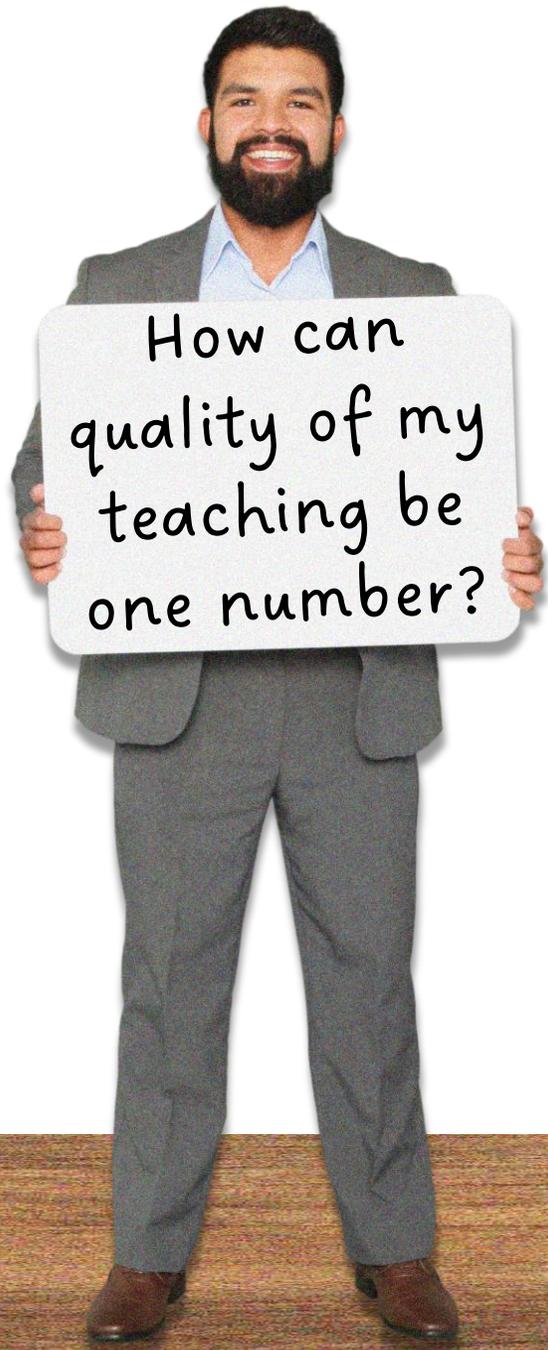
**I'M A STUDENT  
NOT A TEACHING  
AND LEARNING  
EXPERT!**

A woman with long dark hair, wearing a black top and grey pants, stands on a wooden floor against a white background. She is smiling and holding a whiteboard with both hands. The whiteboard has handwritten text in black ink.

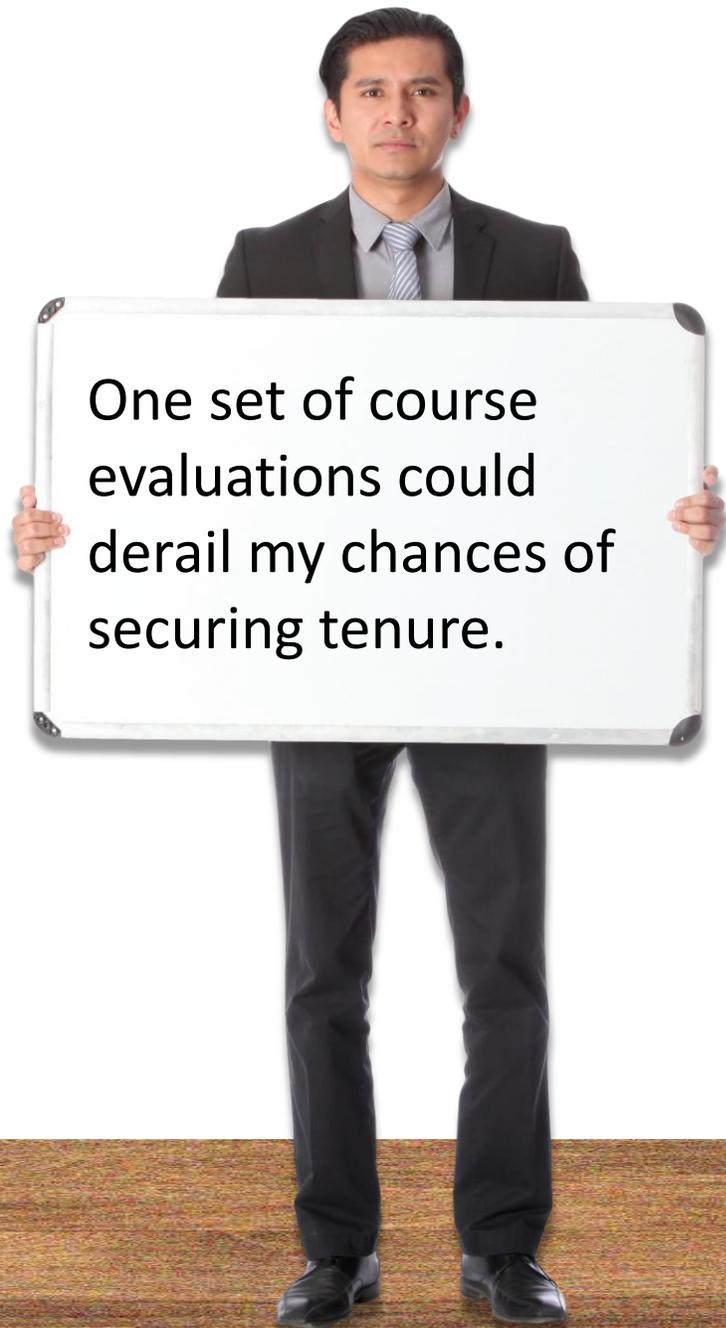
I tell myself that my  
students' feedback  
isn't about my gender, race  
or age but who knows, right?!

A man with glasses, wearing a grey sweater over a white collared shirt and blue jeans, stands on a wooden floor against a white background. He is holding a large white rectangular sign with both hands. The sign has handwritten text in black ink.

the feedback scores  
from my level 1  
economics course are  
compared to level 3  
courses in psychology



How can  
quality of my  
teaching be  
one number?



One set of course evaluations could derail my chances of securing tenure.



THE CURRENT EVALUATION  
TOOL DOESN'T HELP  
ME TO IMPROVE  
MY COURSE



UNIVERSITY OF  
SASKATCHEWAN



UNIVERSITY OF  
SASKATCHEWAN



**Treaty 6 territory and homeland of the Métis**



**Medical/Doctoral Research Intensive**

**22,000 Undergraduate students**

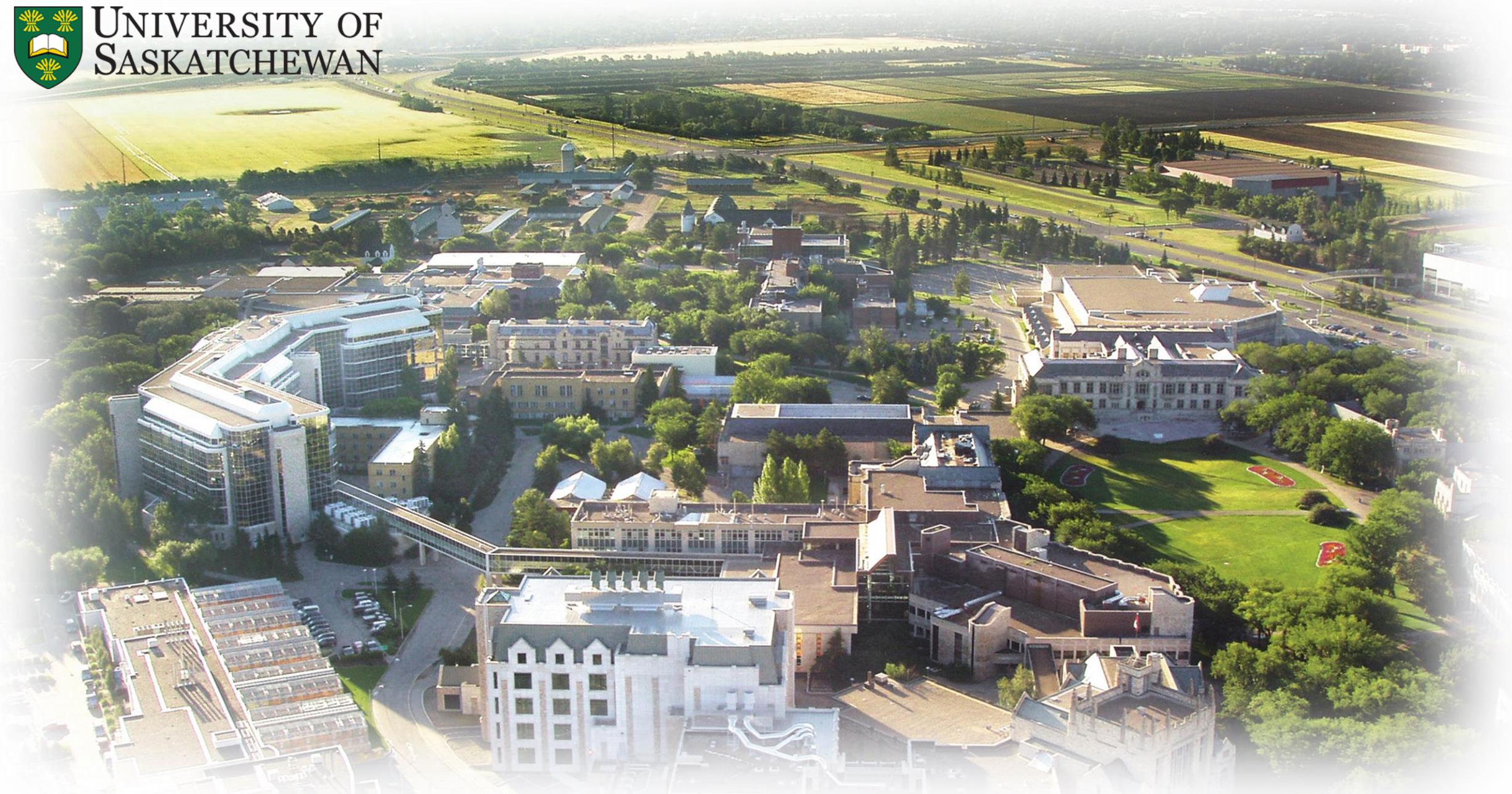


**4,500 Graduate Students**





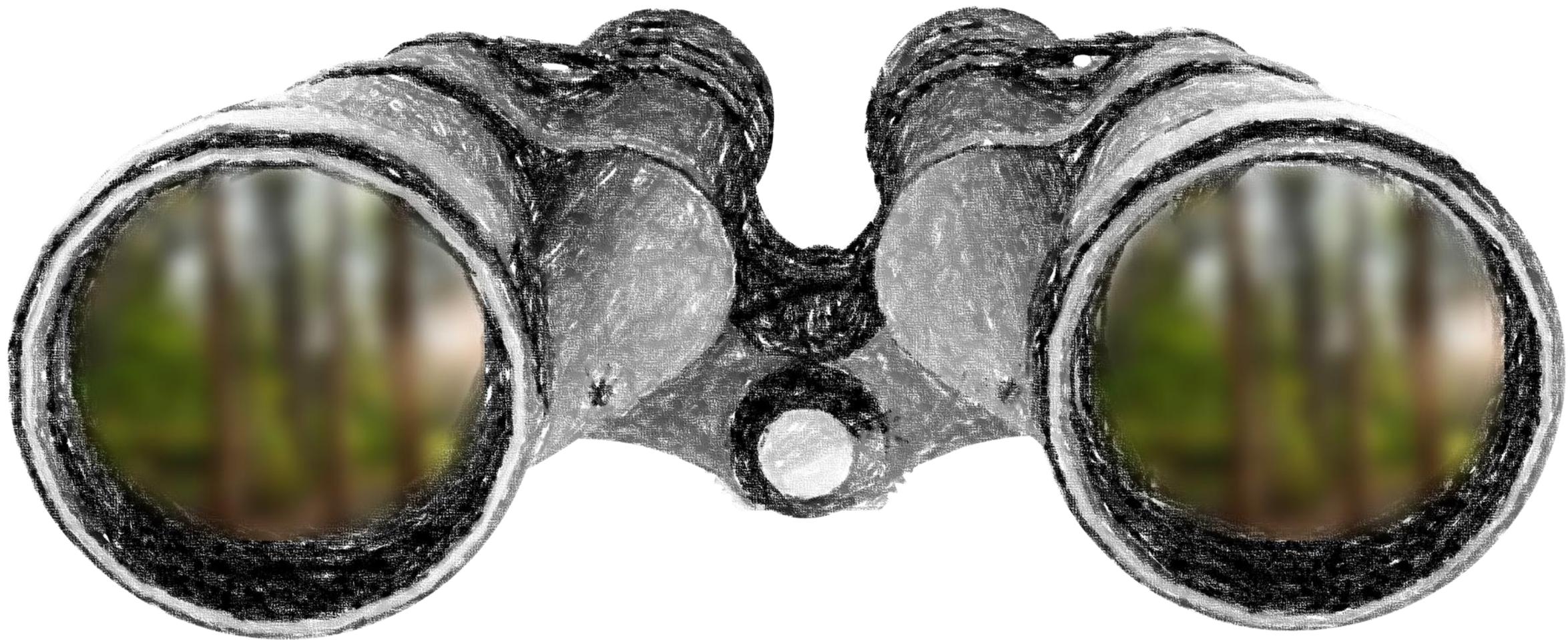
UNIVERSITY OF  
SASKATCHEWAN



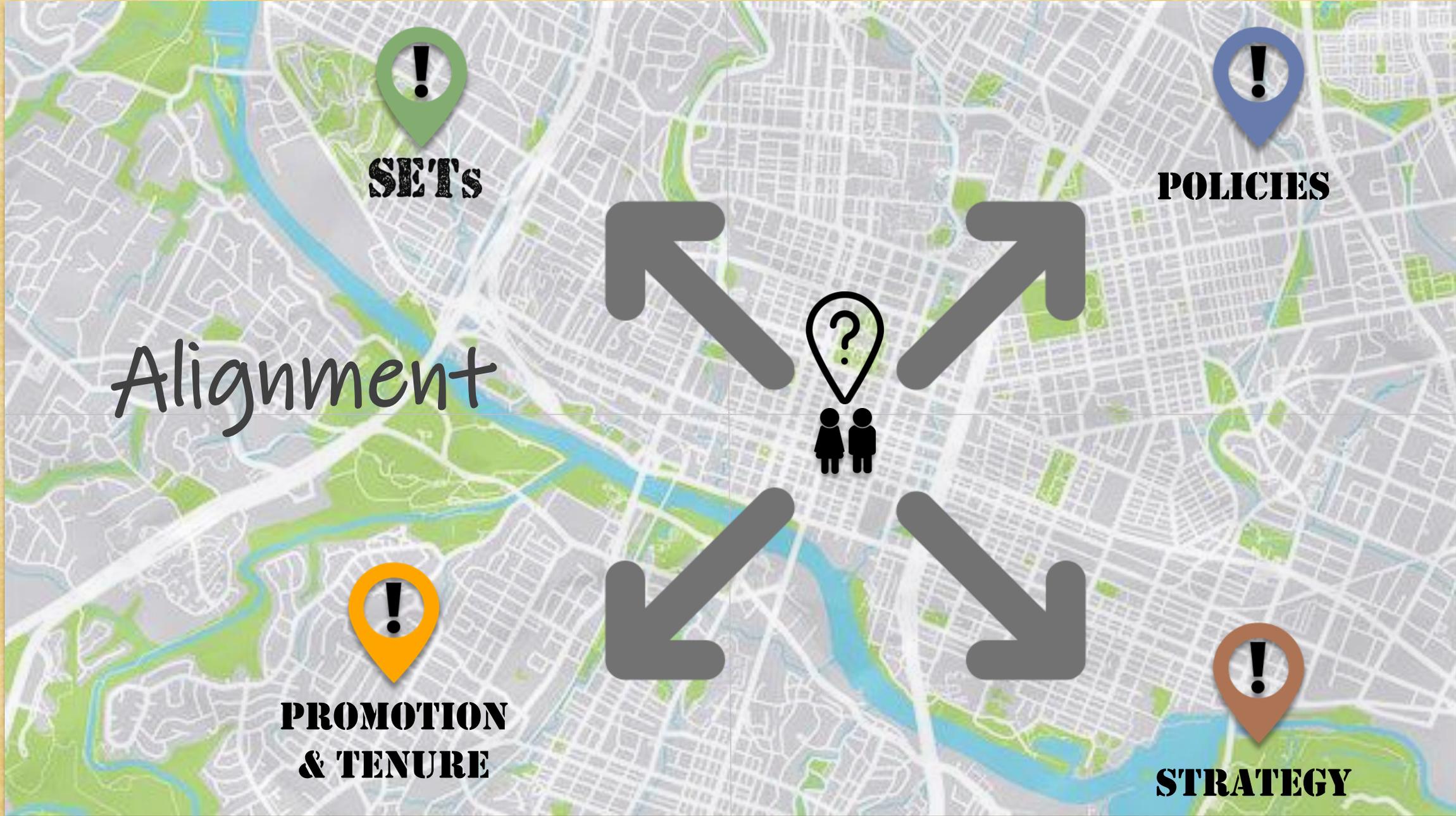
---

'A system cannot understand itself without help... prior experiences will bias objectivity, preventing critical analysis of the organization'

W. Edwards Deming



Direction



**SETS**



**POLICIES**

*Alignment*



**PROMOTION  
& TENURE**



**STRATEGY**

# Coherence





TEACHING  
QUALITY



DEVELOP  
PRINCIPLES



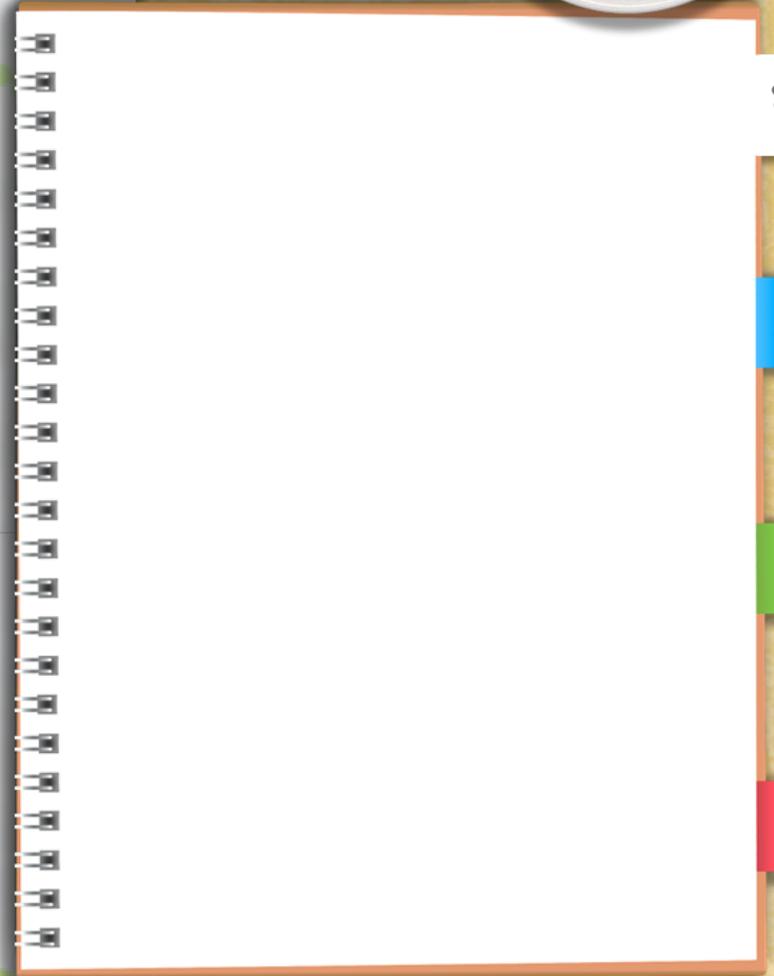
INSTRUMENT  
AND SYSTEM



PILOT &  
IMPLEMENT



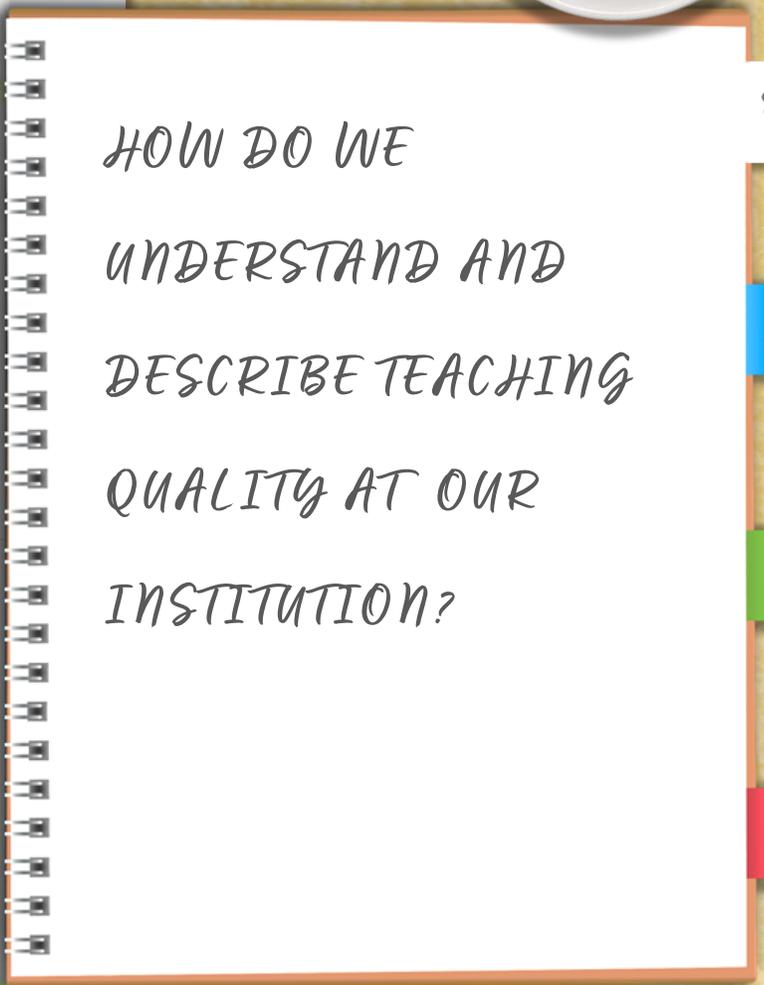
TEACHING  
QUALITY







TEACHING  
QUALITY



HOW DO WE  
UNDERSTAND AND  
DESCRIBE TEACHING  
QUALITY AT OUR  
INSTITUTION?



# USASK Teaching Quality (2015/16)



Collect documentation that describes teaching quality



Analyze content thematically re: how we conceptualize teaching quality



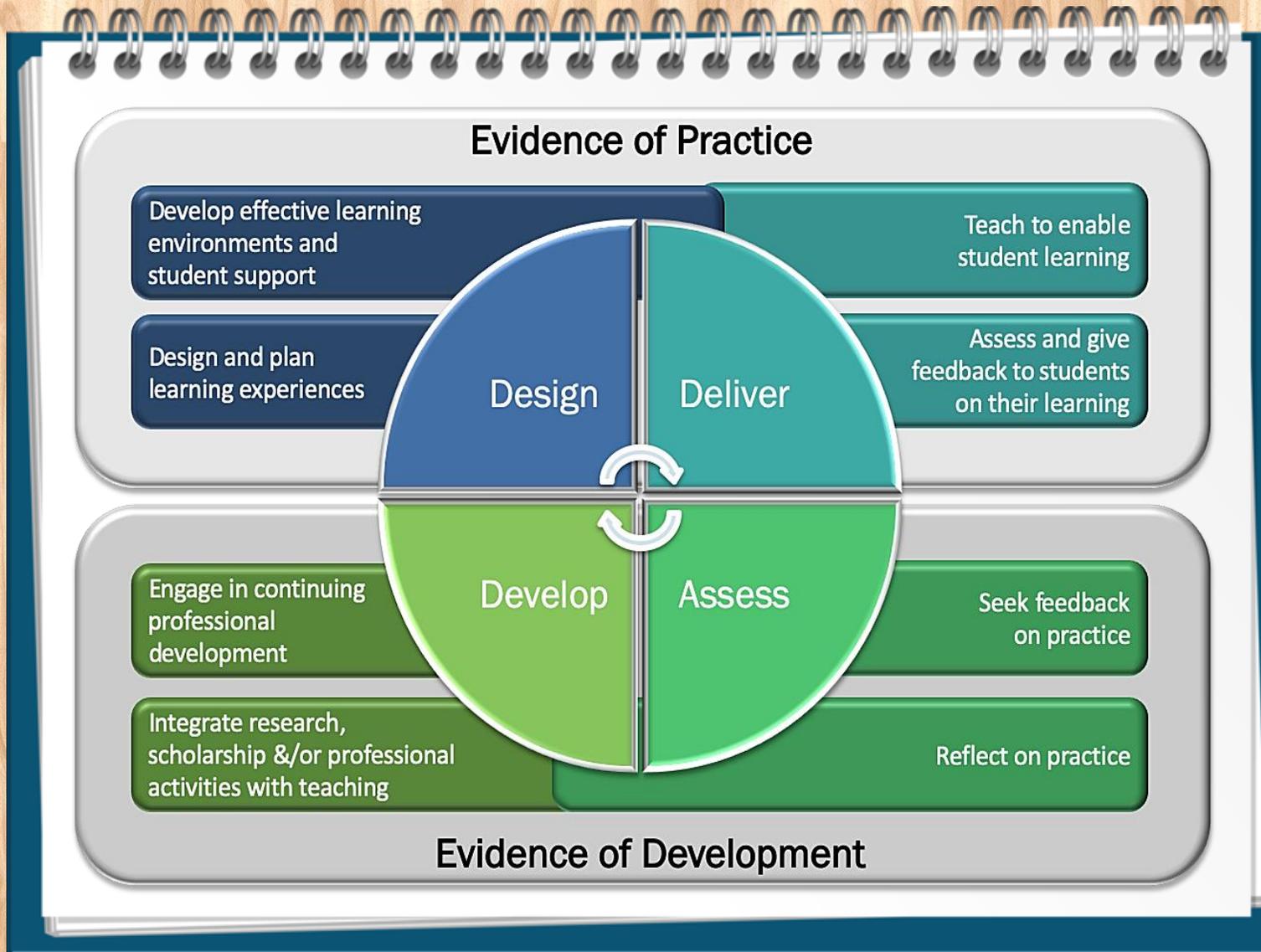
Gather and review peer comparison institutions' practices



Consult with internal stakeholders, develop Framework



Teaching quality framework: common point of reference for teaching quality processes.



University of  
Saskatchewan

Teaching Quality  
Framework

**What might this  
mean for us as  
we develop,  
evidence and  
assess teaching  
quality?**



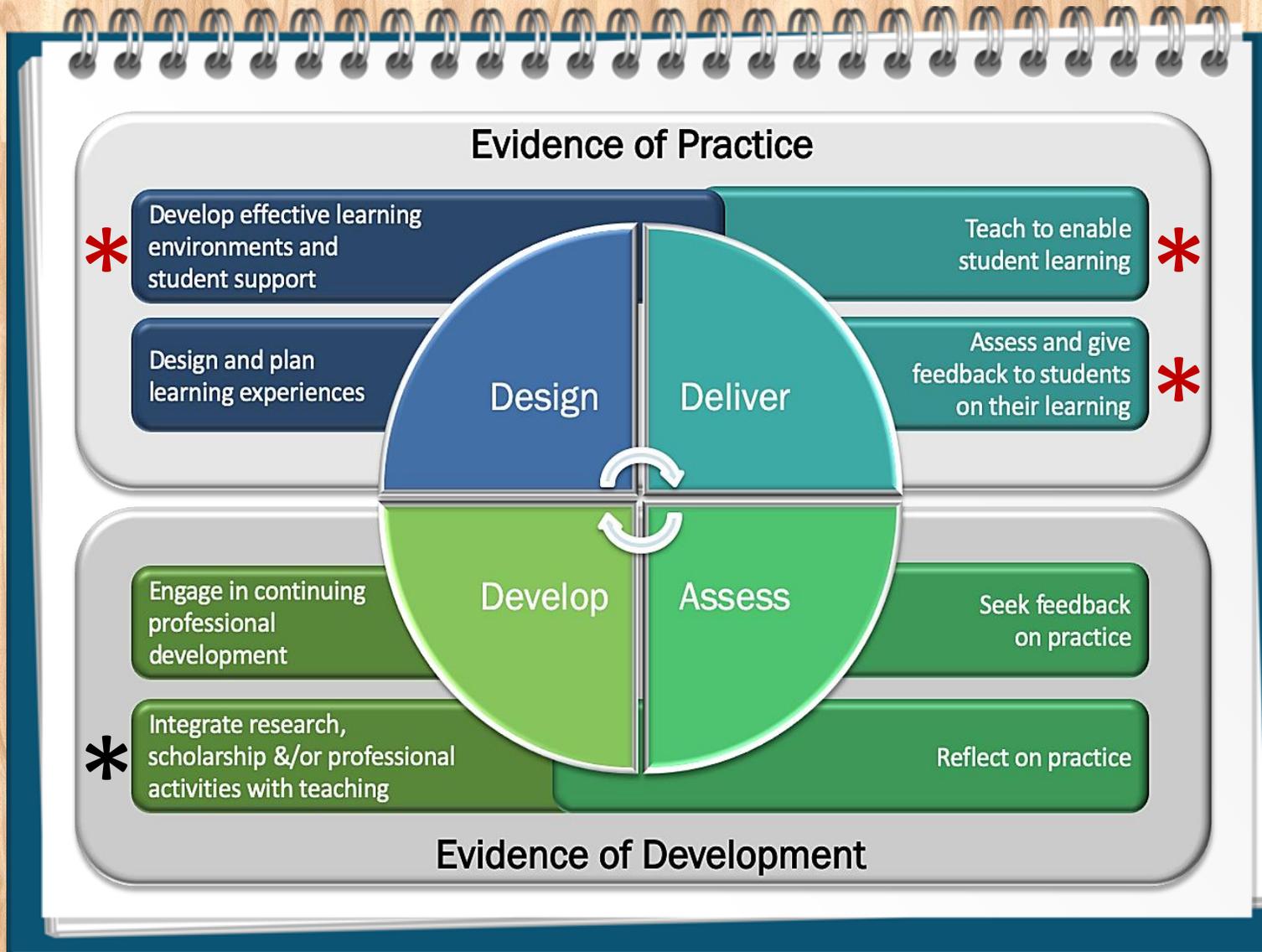
# USASK Teaching Quality (2015/16)



Map to evidence we currently use to document teaching quality



Teaching quality framework: **What might this mean for us as we develop, evidence and assess teaching quality?**



University of Saskatchewan

Teaching Quality Framework

\*What can students meaningfully tell us?



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‘The first step in solving any problem  
is recognizing that there is one’

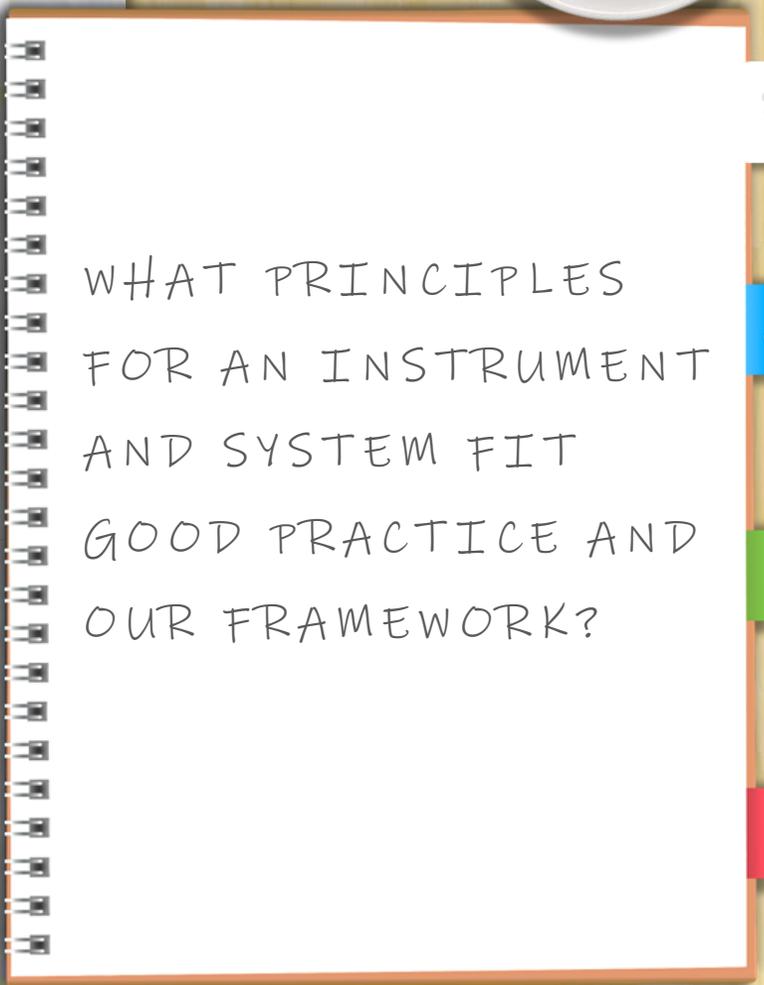
Aaron Sorkin

‘The Newsroom’ (2012)



TEACHING  
QUALITY

DEVELOP  
PRINCIPLES



WHAT PRINCIPLES  
FOR AN INSTRUMENT  
AND SYSTEM FIT  
GOOD PRACTICE AND  
OUR FRAMEWORK?



# Co-creation: Stages of change process

---

**Inspiration**

**Ideation**

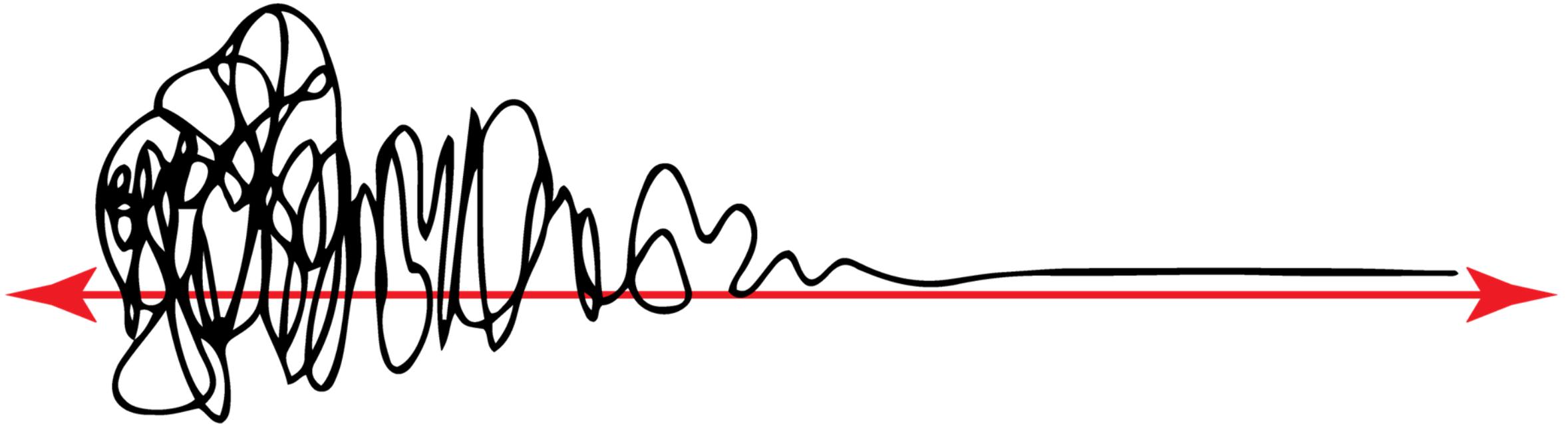
**Implementation**

# Co-creation: Stages of change process

**Inspiration**

**Ideation**

**Implementation**

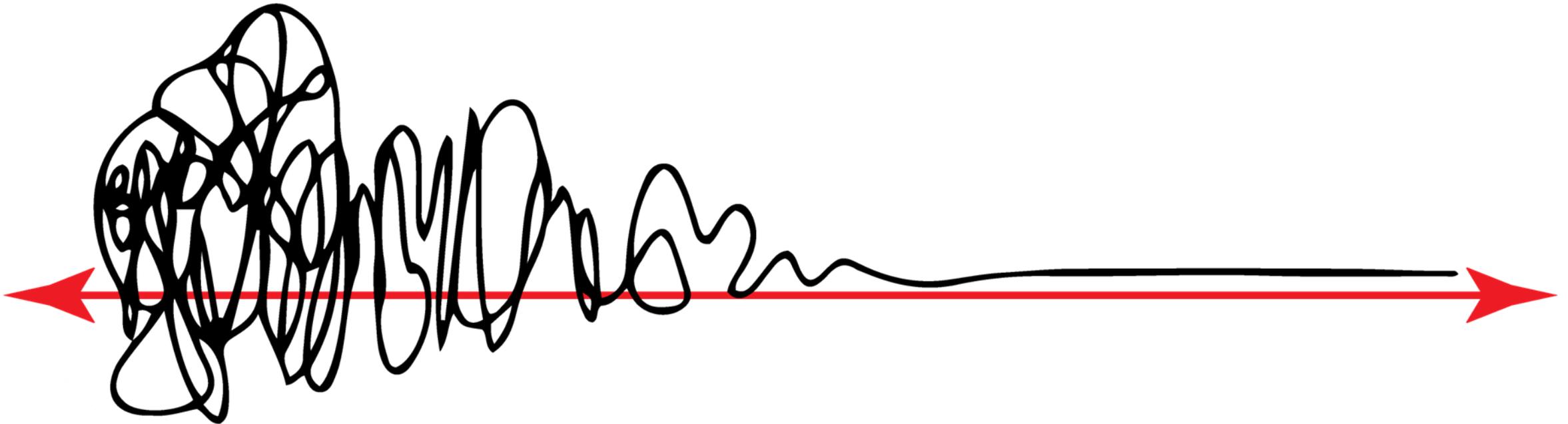


# Co-creation: Stages of change process

**Inspiration**

**Ideation**

**Implementation**



**Fuzzy Front End**

# Co-create Principles (2016/17)



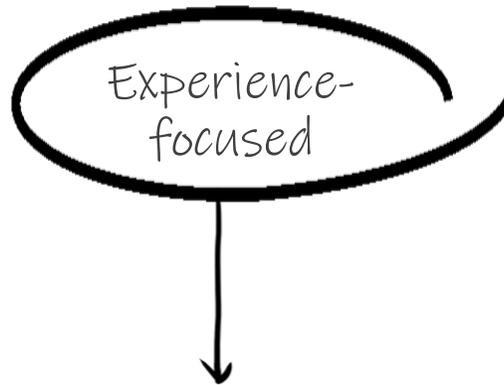
## Co-create Principles (2016/17)



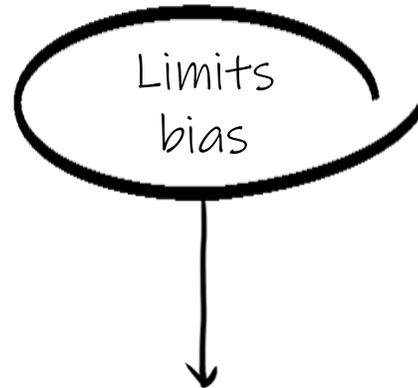
- ✓ reflect institutional, college and departmental priorities
- ✓ be valid and reliable in our context
- ✓ ask students questions they are positioned to answer
- ✓ be useful in informing teaching enhancement
- ✓ be appropriate for use as one element within collegial teaching quality processes



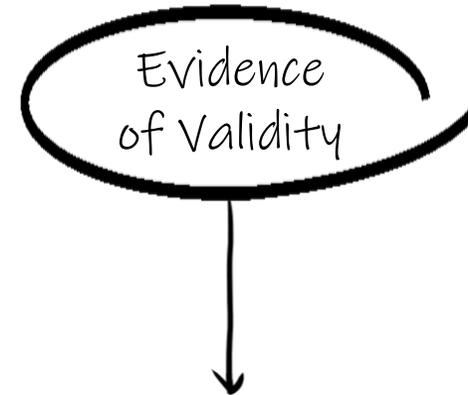
# Instrument Parameters



Instrument would focus on gathering input from students about their experiences



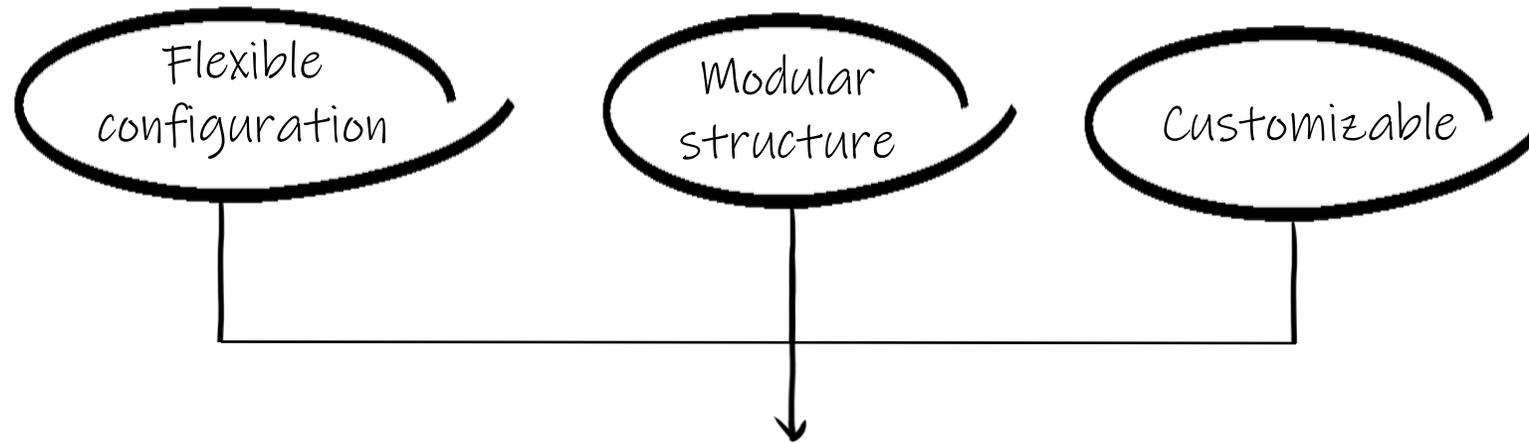
Instrument includes items less likely to be biased and/or use language that limits the likelihood of biased responses



Instrument validated in one or more other contexts with access to validation process and outcomes



# Instrument Parameters



Instrument Includes:

- ✓ Institutional and college/department items
- ✓ Items for different teaching methods/contexts (e.g., experiential, online)
- ✓ Instructor added items

# System Parameters



Clear and customizable reports

Facilitates formative feedback

Access to aggregate data

Mobile compatible

Easy to use

Enhances process efficiency

TEACHING  
QUALITY

DEVELOP  
PRINCIPLES

INSTRUMENT  
AND SYSTEM

WHAT SYSTEM AND  
INSTRUMENT WILL  
ALLOW US TO  
GATHER STUDENT  
PERSPECTIVES AND  
FIT OUR  
PRINCIPLES?



TEACHING  
QUALITY

DEVELOP  
PRINCIPLES

INSTRUMENT  
AND SYSTEM

PILOT &  
IMPLEMENT

HOW DOES THIS  
SYSTEM AND  
INSTRUMENT WORK  
IN OUR CONTEXT?  
WHAT SHOULD WE  
CHANGE?



# Pilots (2017/18)



## Pilots allowed for:



testing of the system

development of an implementation process



conversations on purposes & value of student feedback

testing of the questionnaire & fit in different contexts



refinement of the core items & development of college level items

**214 sections with considerable variability in 'type' and organization**



## CORE ITEMS

- 6 closed & 3 open-ended questions
- Consistent across the Institution (with limited exceptions)

## + COLLEGE, DEPARTMENT ITEMS

- Selected or devised by college or department to reflect local context, need & priorities

## + COURSE SPECIFIC ITEMS

- Sets of questions devised for particular teaching approaches (e.g., online, experiential, laboratory)

## + INSTRUCTOR ITEMS

- Seen only by instructor



TEACHING  
QUALITY

DEVELOP  
PRINCIPLES

INSTRUMENT  
AND SYSTEM

PILOT &  
IMPLEMENT



POLICY  
DEVELOPMENT



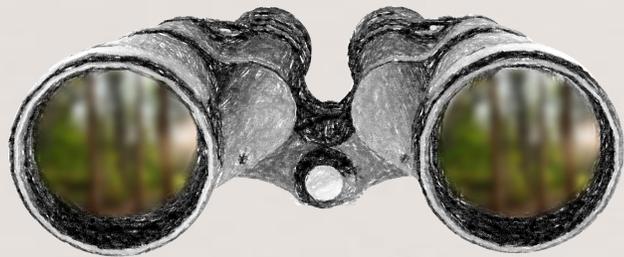
INFORMED USE



## Teaching Quality Landscape (2023)

- ✓ Student learning experience feedback as one element of a portfolio of evidence, beyond just classroom practice
- ✓ Positioned for use in teaching quality enhancement at individual, course and program level
- ✓ Implemented across the institution
- ✓ Have gone some way in addressing concerns regarding use
  - ✓ Students share how their experience supported their learning
  - ✓ Cascaded structure allows for relevant & useful feedback in context

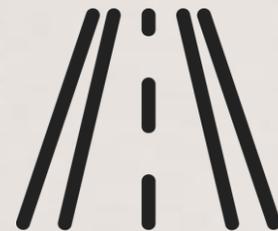
2015 Teaching Quality Landscape 2023



Direction



Alignment



Coherence





**Clarify direction and goal**



**Use goal to guide tool selection**



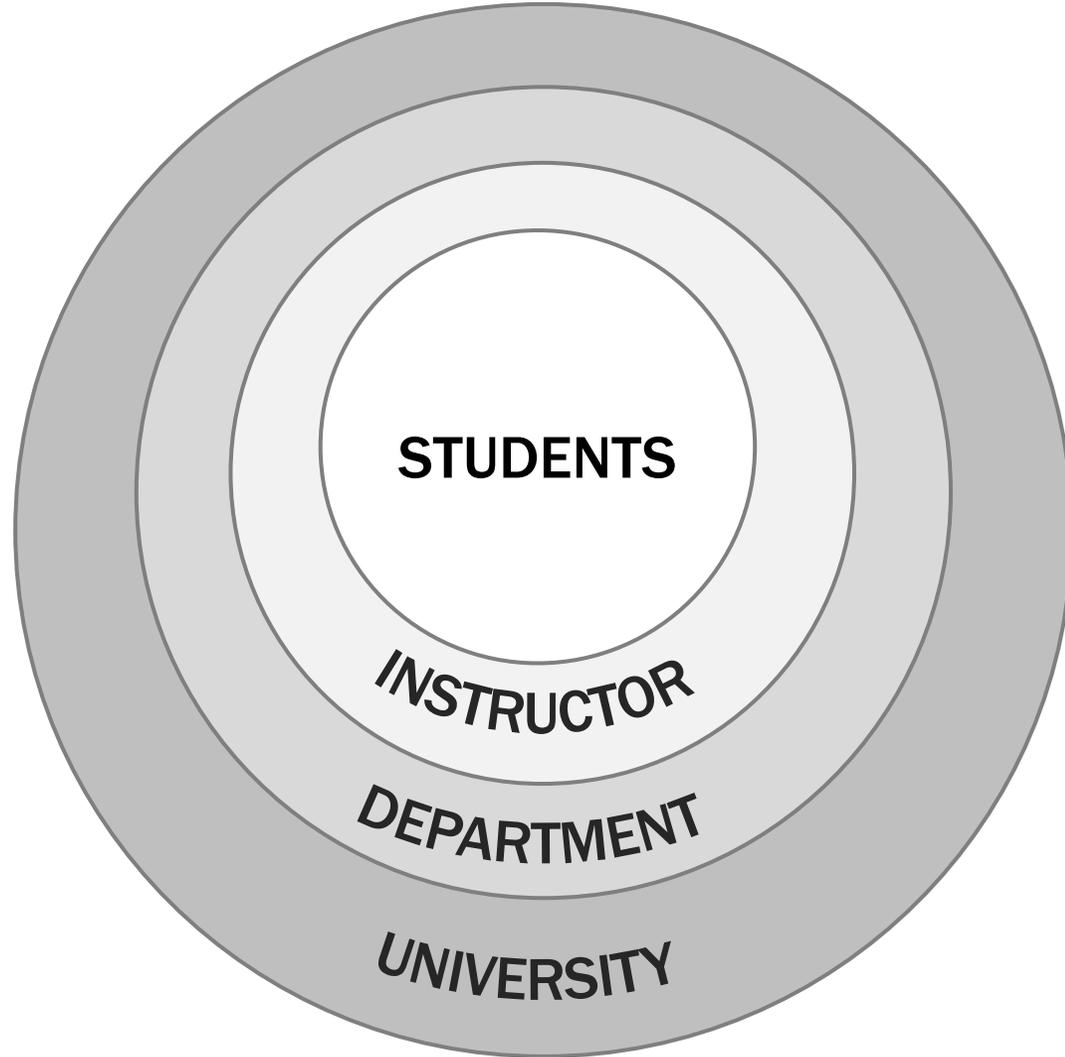
**Co-create throughout process**



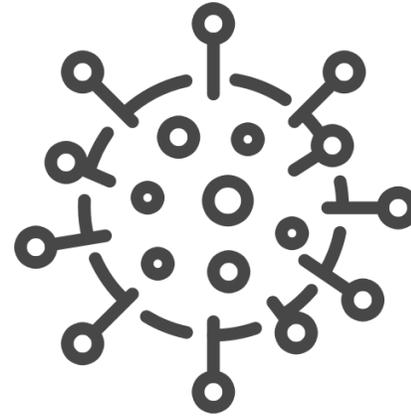
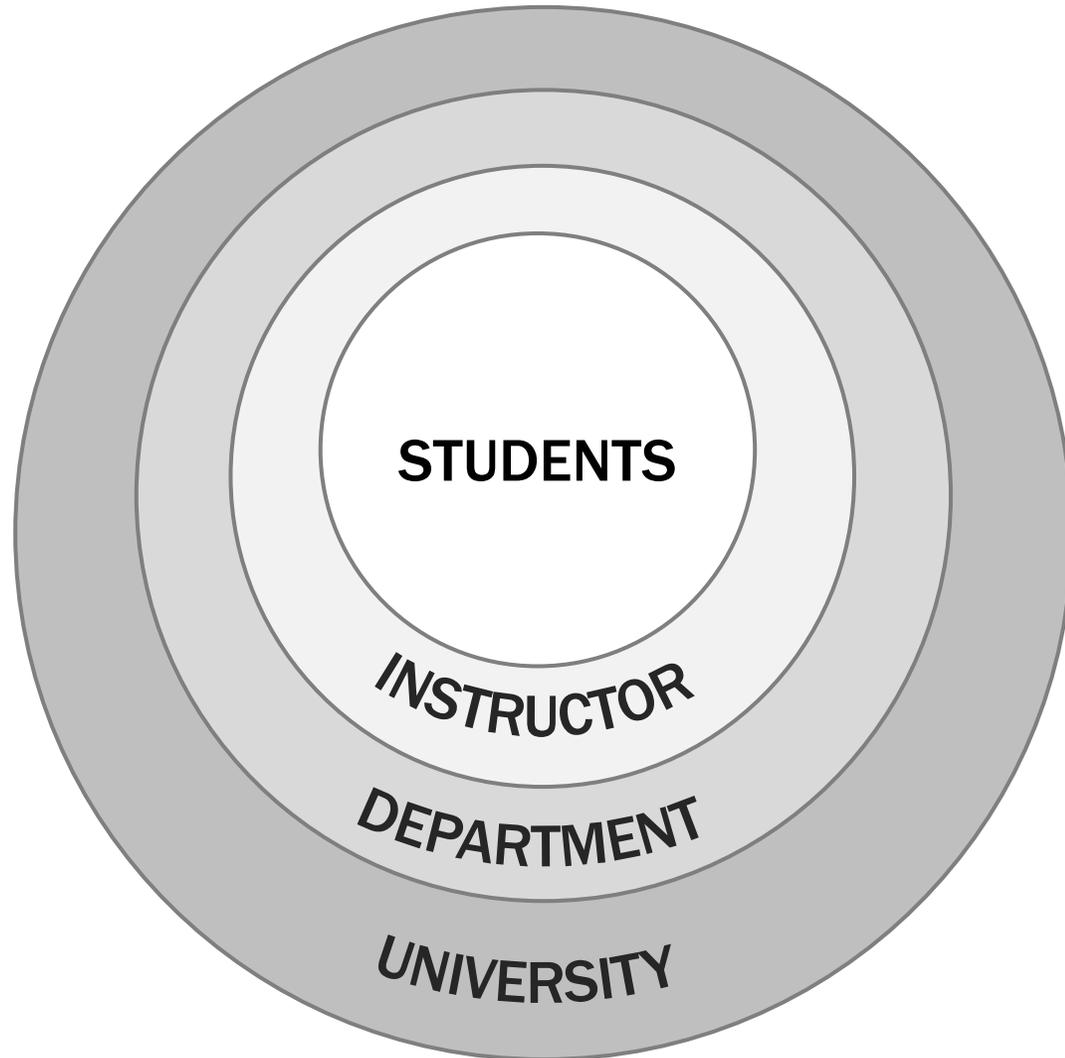
**Plan for systemic change**

# Systemic Change

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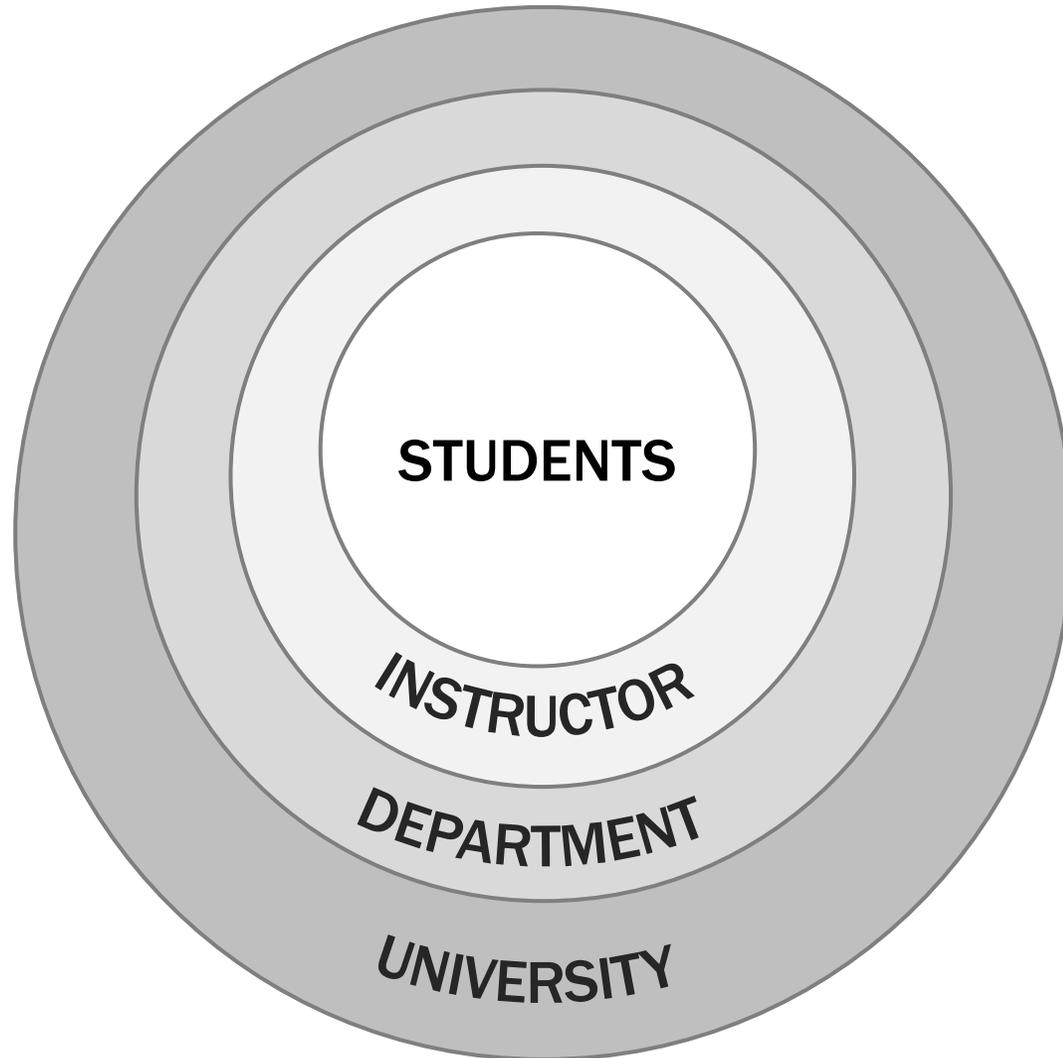


# Systemic Change



Please comment on those remote teaching strategies that were particularly supportive of your learning during the COVID-19 pandemic

# Systemic Change



Intercultural Competence  
Did courses help students  
become more aware of or use  
cultural difference?

**84%**

**helped develop cultural awareness**

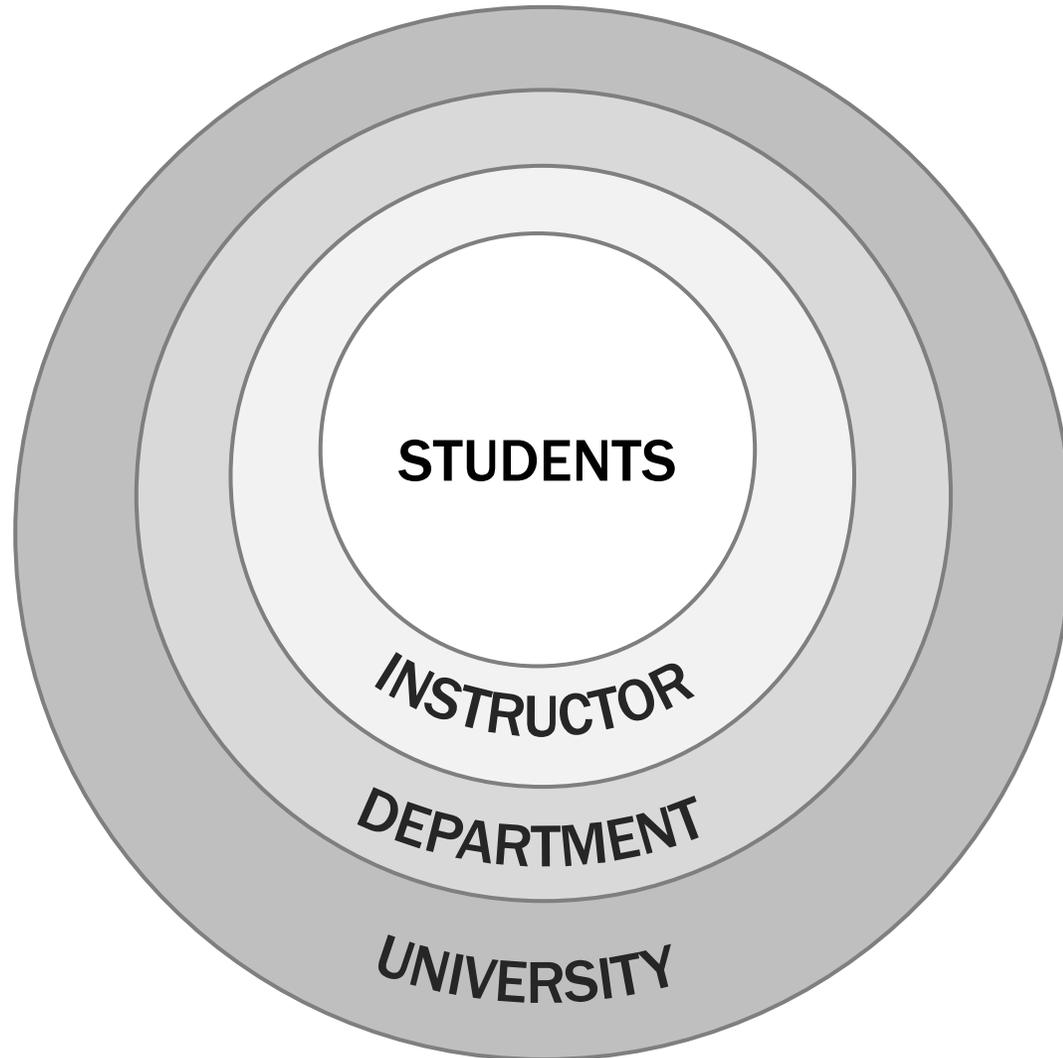
**75%**

**course experiences allowed  
practice in working with diversity**

**85%**

**felt confident working with  
cultural difference**

# Systemic Change



Sustainability Competencies  
Did courses help students  
develop skills and competencies  
to advance sustainability?



**sustainability competencies**

**80%**

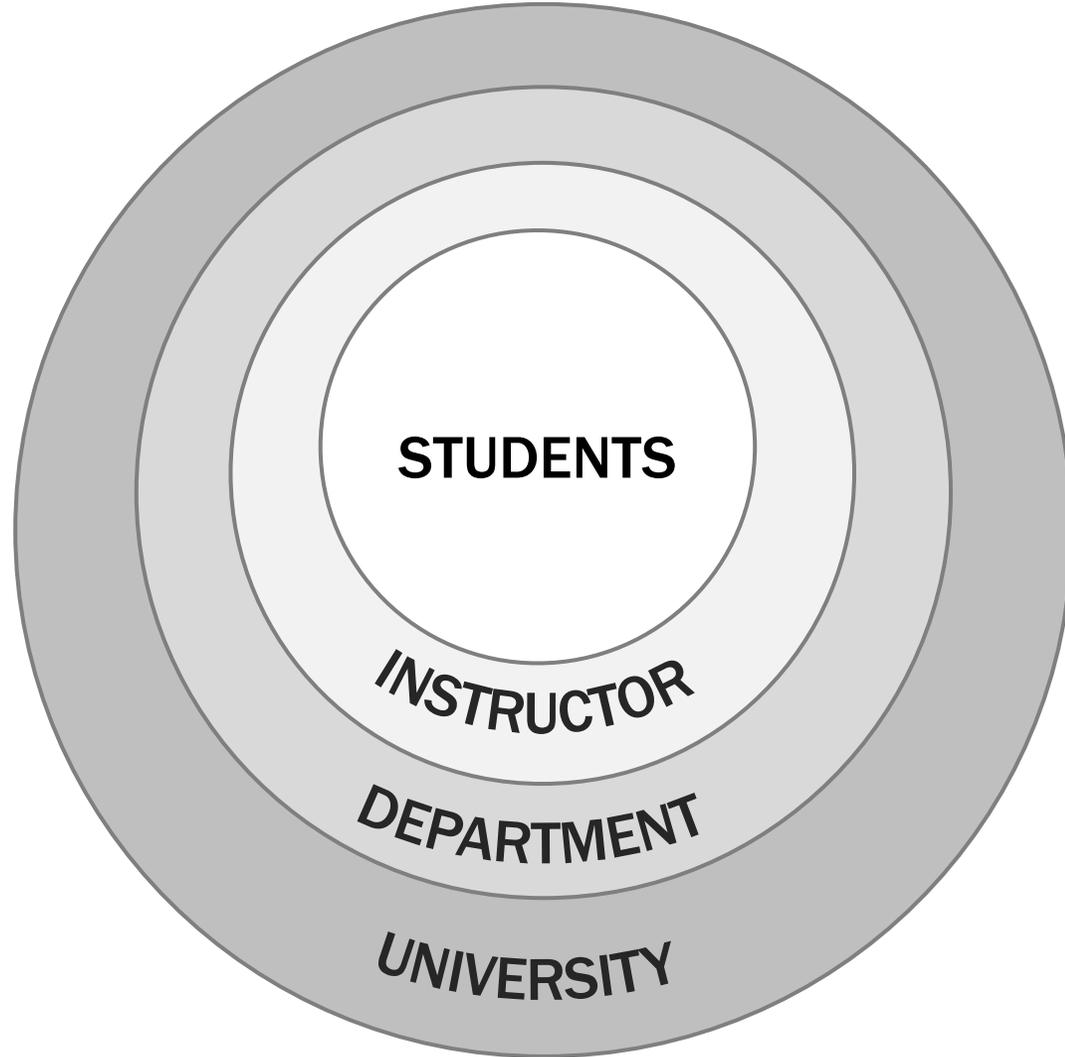
**Feedback developed skills and  
knowledge in sustainability**

**75%**

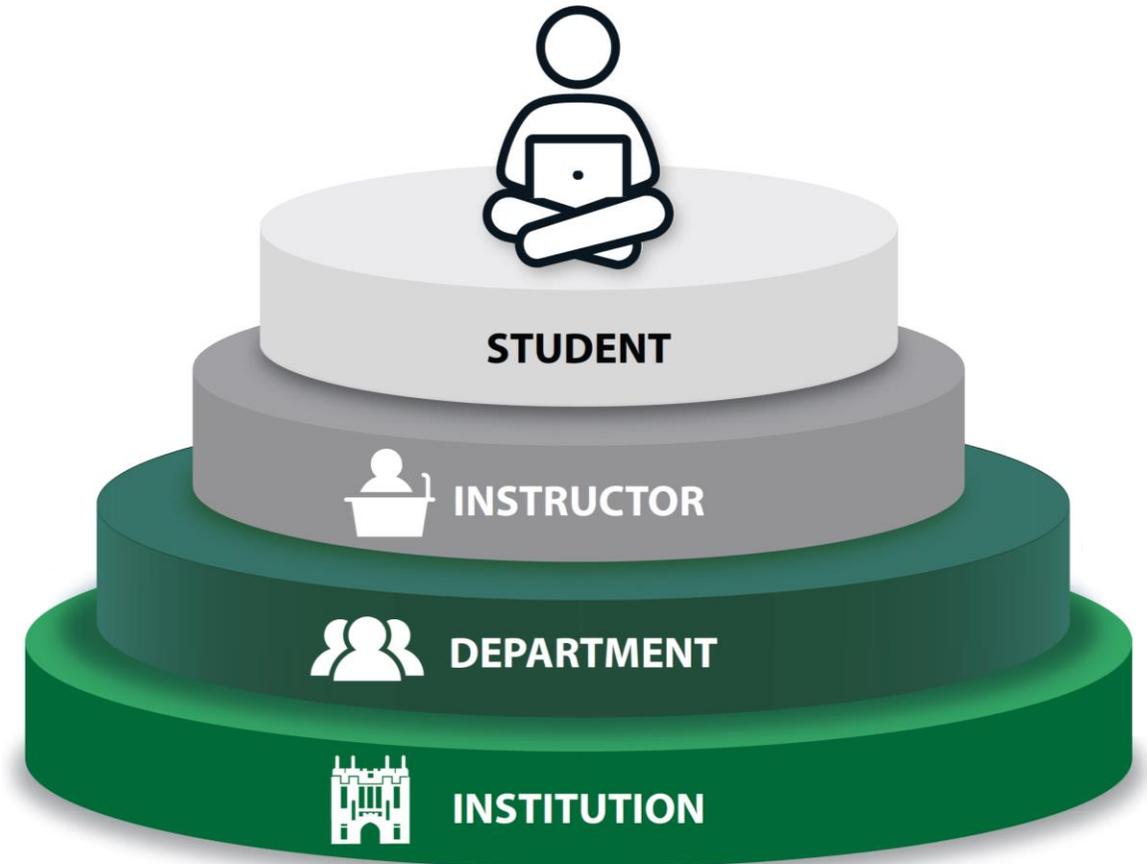
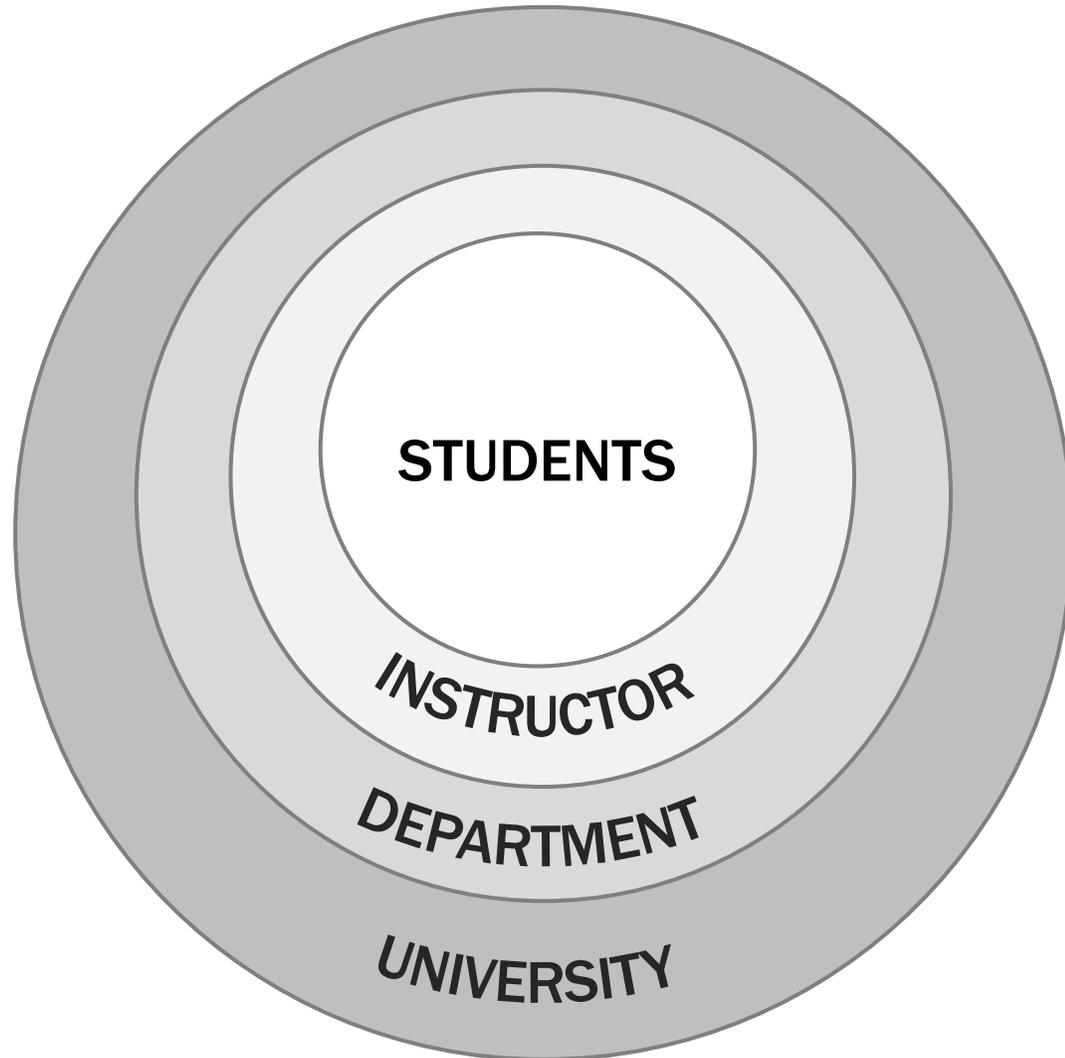
**Experience helped improve  
sustainability-oriented skills**

# Systemic Change

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# Systemic Change

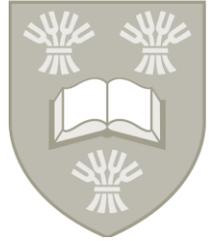


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'It takes humility to seek feedback.  
It takes wisdom to understand it,  
analyse it and appropriately act on it'

Stephen Covey

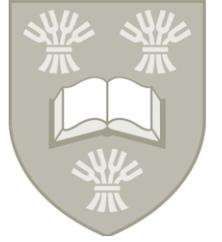




# SLEQ – core closed items

---

1. The course provided me with a deeper understanding of the subject matter. *[A great deal, mostly, moderately, somewhat, not at all]*
2. I found the course intellectually stimulating. *[as above]*
3. The instructor {Instructor's name} created an atmosphere that contributed to my learning. *[as above]*
4. Course projects, assignments, tests, and/or exams improved my understanding of the course material. *[as above]*
5. Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material. *[as above]*
6. Overall, the quality of my learning experience in this course was:  
*[excellent, very good, good, fair, poor]*



# SLEQ – core open items

---

7. Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.
8. Please comment on the overall quality of the instruction in this course.
9. Please comment on the overall quality of your learning experience in this course.

# SLEQ – examples of College items

---

10. The instructor {Instructor's Name} communicated effectively in all aspects of the course. [a great deal...]
11. The instructor {Instructor's name} facilitated an environment of respect in the course. [as above]

# Evidence of Practice

\* Develop effective learning environments and student support

Design and plan learning experiences

Teach to enable student learning \*

Assess and give feedback to students on their learning \*

Design

Deliver

Develop

Assess

Engage in continuing professional development

\* Integrate research, scholarship &/or professional activities with teaching

Seek feedback on practice

Reflect on practice

# Evidence of Development

X +

+

X +

+

+

X

+

X