

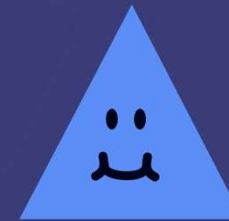


Comment Mining – Diving into our most underutilised resource

Meagan Morrissey
University of Newcastle, Australia



CONNECT.



SHARE.

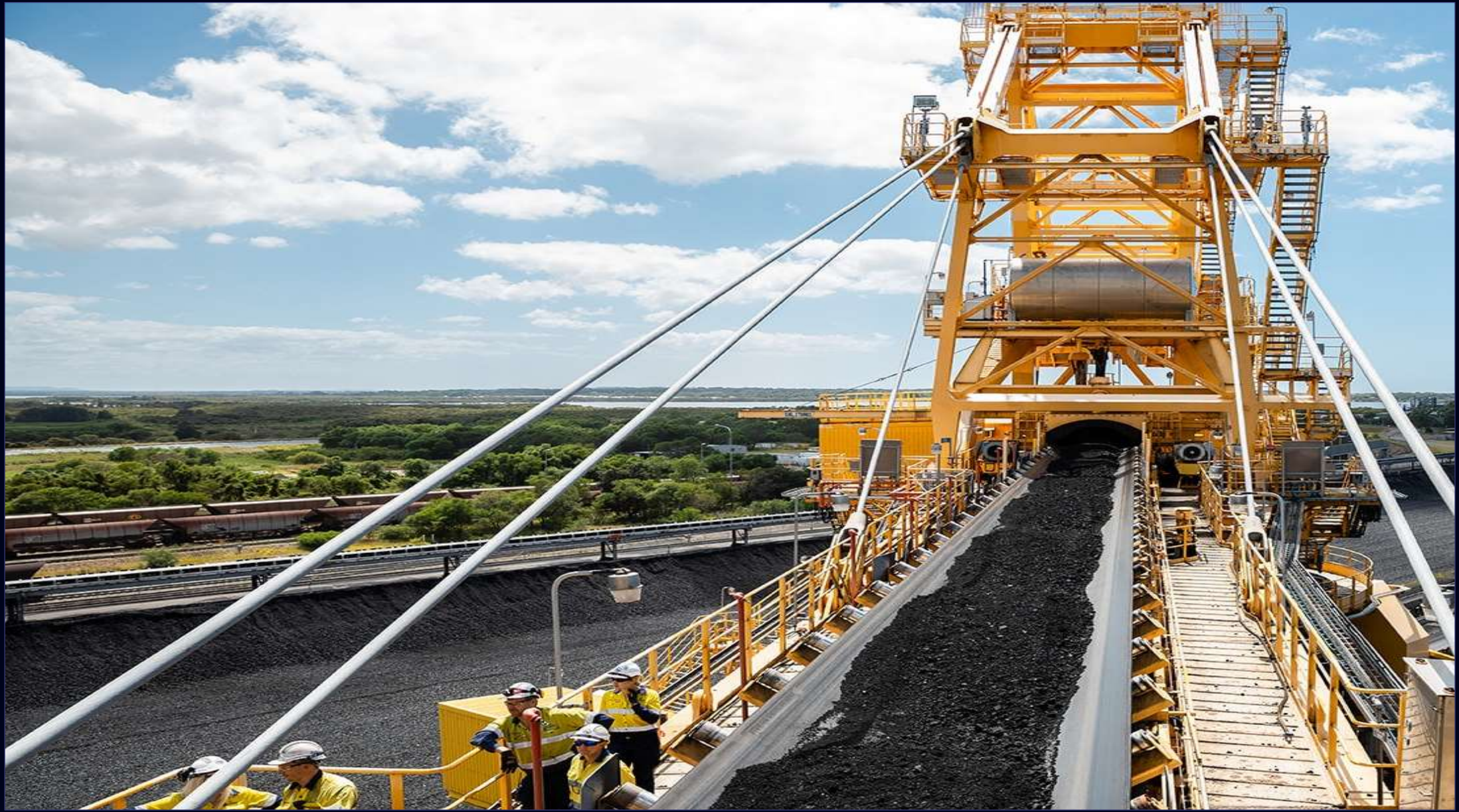


LEARN.



GROW.





- Ignore the risk
- Take a sampling approach
- Outsource the work
- Accept how long it will take
- Utilise machines



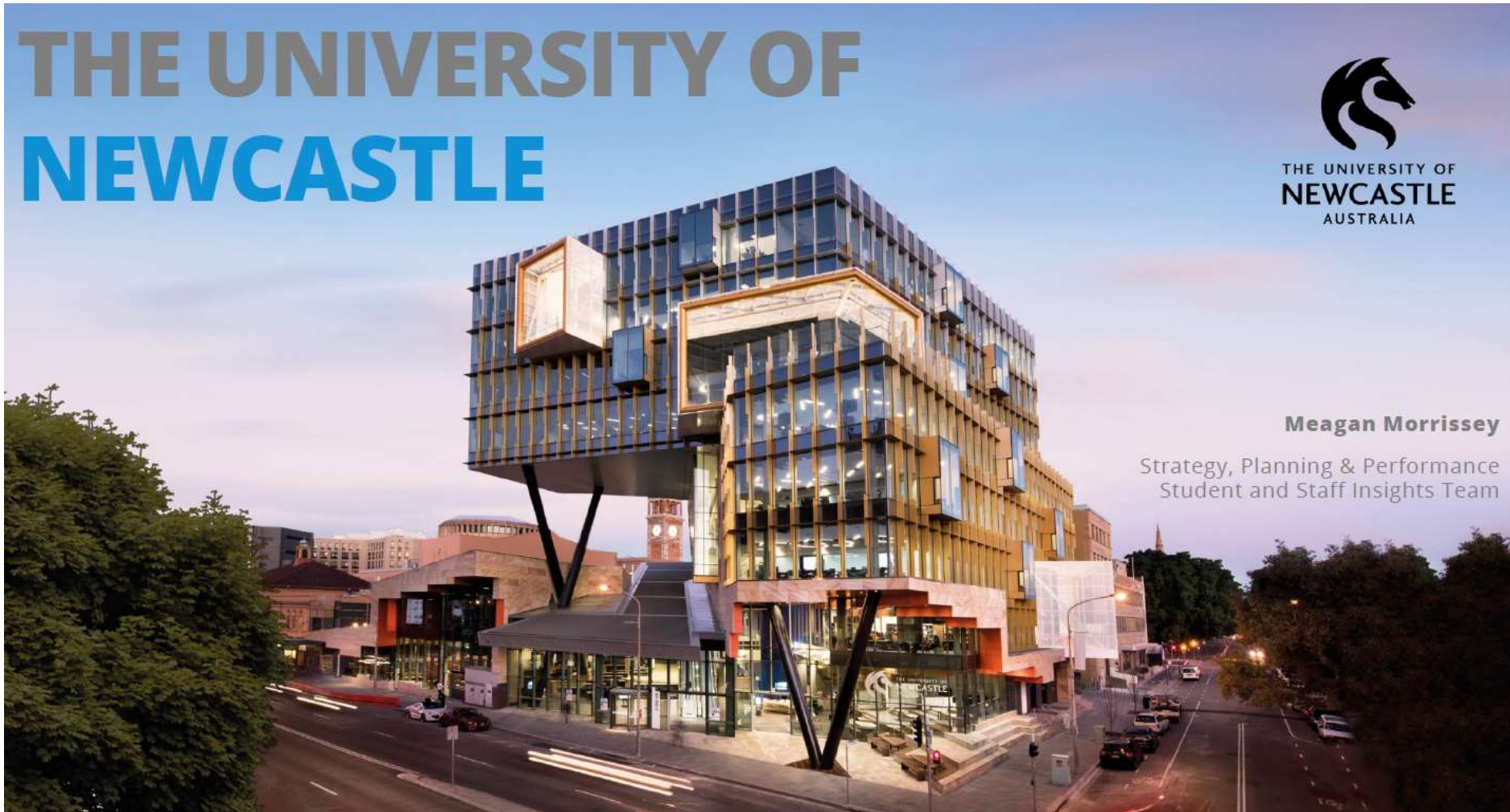
THE UNIVERSITY OF NEWCASTLE



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Meagan Morrissey

Strategy, Planning & Performance
Student and Staff Insights Team



OUR LOCATIONS

- Callaghan (Newcastle)
- Newcastle City Campus
- Central Coast
- Sydney
- Singapore

NSW

NEWCASTLE
SYDNEY



NEWCASTLE



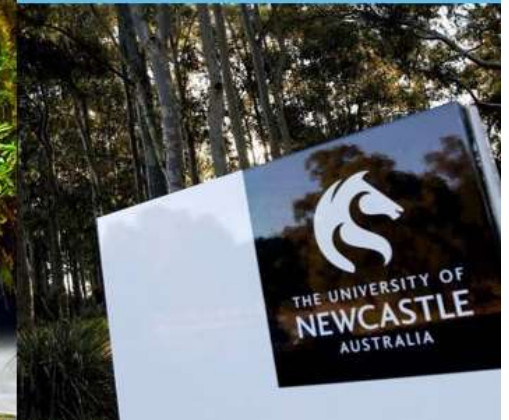
HUNTER VALLEY



CENTRAL COAST

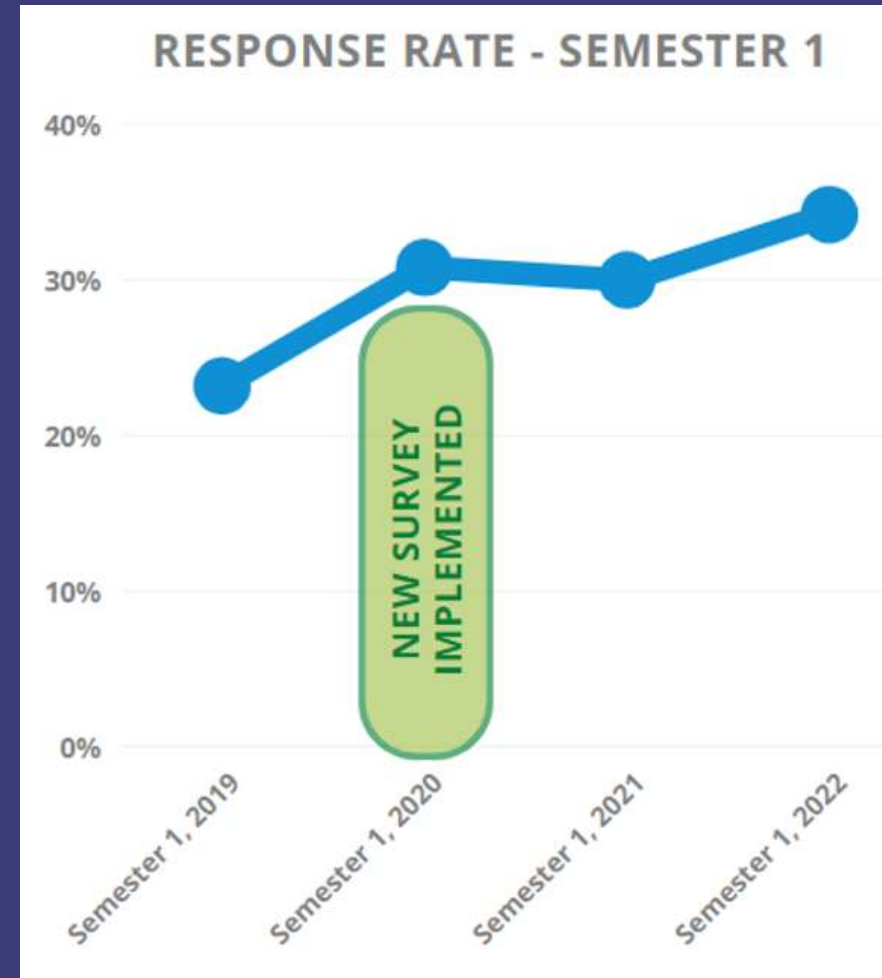


UNIVERSITY OF NEWCASTLE



What we've done

- Complete overhaul of the survey collection process
- Built a strong feedback culture
- Open conversation with students and staff
- Made it easy to be part of the solution
- Create a partnership towards continuous improvement



how to make a
Compliment Sandwich

Giving feedback is an important part of your university experience.

Learn more at www.feedbackandall.com.au



Start off positive

→ **Add your critique**



Suggest solutions

End on a good note



A how-to guide
Giving Constructive Feedback ✓✓

01

Be Objective

State what you actually experienced - don't speculate or make assumptions.

02

Be Human

Often you are giving feedback to a real person with real feelings! Be considerate and allow for small errors or mishaps.

03

Be Balanced

Provide a balance of positive and negative feedback, and remember to identify what can be improved.

04

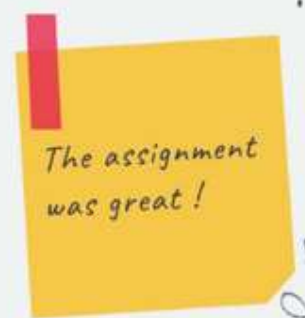
Be Specific

Try and make your feedback clear and avoid vaguely addressing the topic.

For more info on giving and receiving good feedback, head to universityofnewcastle/feedback

How you say it can make all the difference

What were your favourite aspects of the course?



Better Feedback

Giving feedback is an important part of your university experience.

Learn more at www.feedbackandall.com.au



Meh Feedback



Best Feedback

- Ignore the risk
- Take a sampling approach
- Outsource the work
- Accept how long it will take
- Utilise machines



Learning to use machines



- Read it once, never read it again
- Swear jar

Machine learning

- BlueML

- Make use of multiple models
- All comments of concern are prioritised
- Highly negative comments are identified
- Multiple detection methods
- Removal of bias, naivety and significantly reduced human error

BlueML

Transform Comments Into Data-Driven Actionable Insights With Machine Learning

Save time and discover recommendations with a solution that reads, analyzes and categorizes massive amounts of feedback into student and employee relatable terms, to help focus on what matters most to an organization's population.

[Free Analysis Report For Student Feedback](#) [Free Analysis Report For Employee Feedback](#)

Employee Engagement

Overview | Dashboard | Topics Explorer | Comments Explorer

Global sentiment: **49% positive**

42% Negative | 1% Neutral | 3% Mixed | 4% Not explicit

16 topics

4011 Organization | 2814 Job-work | 3420 Direct management | 106 Employee-career | 853 Team-relationships | 585 Pay/Benefits

3 recommendations

578 Do more | 21 Do less | 236 Start | 29 Stop | 123 Continue | 924 Change

What to do with all this spare time?

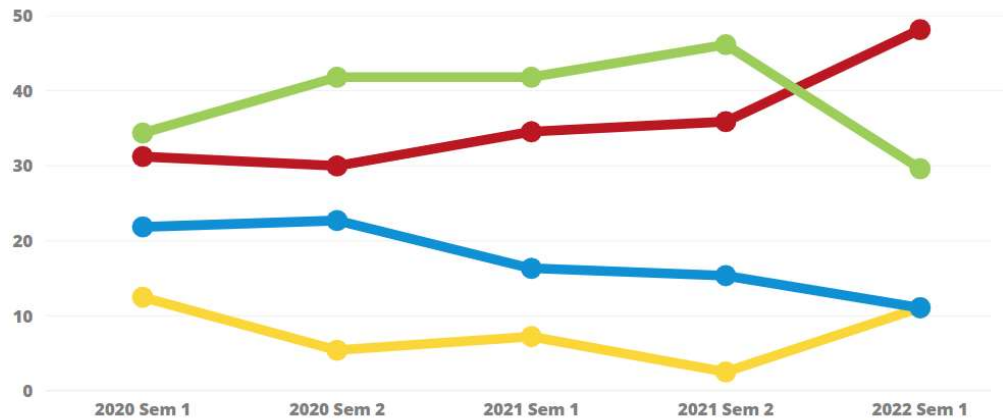


- Make use of the data
- Look for trends
- Find what works & learn
- Make it easier to highlight the issues

ANALYSE SENTIMENT TRENDS

SENTIMENT OVER TIME BY COURSE

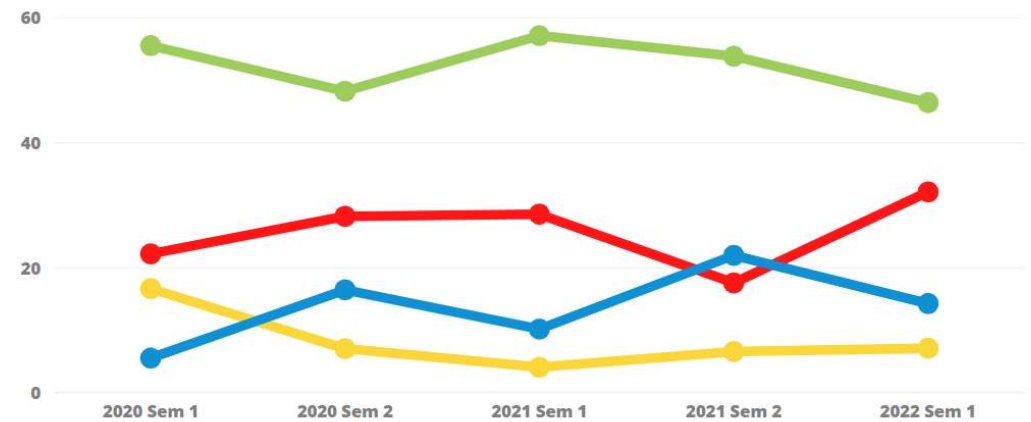
SENTIMENT ● MIXED ● NEGATIVE ● NOT EXPLICIT ● POSITIVE



ANALYSE SENTIMENT TRENDS

SENTIMENT OVER TIME BY TEACHER

SENTIMENT ● MIXED ● NEGATIVE ● NOT EXPLICIT ● POSITIVE



Case study – Find out what works

- Dr Meredith Tavener
 - Treat feedback as an interaction
 - Help students understand their feedback is taken seriously
 - Trust that what students write is important
 - Use student feedback (even the negative bits) as a chance to reflect on teaching
 - Set the scene for open feedback channels – keep working iteratively to ensure students are heard
 - Be authentic, be real – the good, bad and ugly
 - Ensure the feedback process is valuable to students and educators



PUBH6210
Qualitative Methods in Health Research

Description

Introduces students to qualitative research and methods for qualitative data collection, analysis and interpretation, with a focus on health research. The course develops students' skills in qualitative research design, appraising qualitative research and conducting interpretive analysis.



Course Experience Survey

Course Experience Survey Hub

Welcome to the CES Hub!

We hope to provide you with all the information about the Course Experience Survey including access to reports via this page.

Feedback enables reflection and is a valuable tool to refine our teaching practices - to confirm them or to suggest change to improve the learning experience. Feedback is not about criticism, it is about the pursuit of excellence, identifying professional development opportunities and allocating support to improve the quality of education at the University of Newcastle.

If you cannot find what you are looking for on this page, or in our FAQs, or if you have more complex requests, please contact us at surveys@newcastle.edu.au

Quick Links

[CES Information Booklet](#)

[CES Questionnaire](#)

[Resources For Staff](#)

[Key Dates](#)

[Report A Student Comment](#)

[Frequently Asked Questions](#)

[Participant Privacy Policy](#)

CHECK MY RESPONSE RATES

Assess the reliability & validity of the CES



[CES Live Response Rates](#)

BENCHMARK MY COURSE

program, discipline or school



[Quantitative Course Feedback Report](#)

QUALITATIVE & TEACHER FEEDBACK

Review & Analyse



[Qualitative Course & Teacher Feedback Report](#)



Reporting – Make it easy

Qualitative Feedback - Categorisations

Select an Area
All

Comment

Comment Category

- Direct management
- Employee - career
- Job-work
- Organization
- Pay - benefits
- Team - relationship

Dominant sentiment

- Negative
- Not Explicit
- Positive

Search for a word

Search

Comment Category

- Employee - career
 - Autonomy
 - Objectives & Goals
 - Promotion/Career A...
 - Skills & Abilities
 - Wellbeing
 - General
- Direct management
- Job-work
- Organization
- Pay - benefits
- Team - relationship

Dominant sentiment

- Positive

YEAR

2022

SENTIMENT

Negative

Enter a key word

Search

TERM

All

COURSE

All

Select a subject code

Search

Categorisation

Multiple selections

- Quality
- Quantity
- Safety
- Transit/Transportation
- Bus/Shuttle
- Quality
- Safety

FLAGGED CATEGORIES

All

Comment

Maybe not having a 2 hour class at dusk, makes getting home by public transport less safe the darker it gets

Not to almost run me over in the car park

SENTIMENT

Negative

Negative

Total

Enter a subject code

CAT1	2020	2021	2022	2023
Academic Support	122	108	111	25
Availability	168	162	153	24
Commute/Transportation	8	16	15	6
Course Component	39669	41813	41346	6056
Depth	240	218	219	34
Expectations/Objectives	682	657	585	105
Expenses/Fees	162	198	196	25
Extracurricular Activities	32	23	32	3
Face to Face Learning	5899	5284	3886	599
Feedback	2720	2741	2403	384
Hvbrid Learning	49	39	55	4
Institution in General	9088	8411	7219	1063
Learning Environment	3358	3711	3660	559
Learning Outcomes	232	268	249	48
Pace	173	161	185	43
Persons	63587	67660	67388	10723
Remote Learning	12191	10298	7071	1108
Services	38	73	40	8
Structuredness	885	840	860	128

CAT1	2020	2021	2022	2023
Academic Support	33	45	48	7
Commute/Transportation	1	7	12	2
Course Component	4371	4685	4663	740
Expenses/Fees	162	198	196	25
Feedback	578	618	482	94
Institution in General	966	760	593	92
Learning Environment	538	583	799	72
Persons	771	745	761	135
Remote Learning	3970	3107	1735	288
Services	5	7	5	1
Teaching Component	2680	2898	2636	394

Comment

Filters

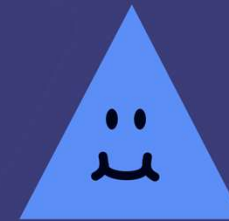


Thank you

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