

# A Modular Mosaic

Using modular question sets to better support institutional initiatives



# About Your Presenter

- Lead of Teaching & Learning Enhancement Team
- Aside from student feedback:
  - a) Learning Analytics
  - b) T&L parts of Academic Program Reviews
  - c) Peer Reviews of Teaching Practices
  - d) Data collection & reporting re: teaching & learning



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# USask Context

- ~25,900 students, research-intensive (U15; similar to R1)
- Many decisions made at college/departments level
- One centrally supported student feedback tool – Student Learning Experience Questionnaire (SLEQ)
- Highly flexible to allow colleges and departments to customize



# Land Acknowledgement

This presentation was developed in the land in which I live and work, Treaty 6 territory and homeland of the Métis. We pay respects to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.

This presentation is being delivered in the lands of the Shawnee, Cherokee, Osage, Seneca-Iriquois, Miami, Hopewell and Adena people\*. I acknowledge harms of colonialism in this area and commit to continuing the long and difficult process of decolonization through my work in education.

\* This list was found in the University of Louisville's University Libraries Land Acknowledgement (<https://library.louisville.edu/archives/land-acknowledgement>).

# How do we encourage people to care about something?

# Measure it, of course!



# What do you measure?

Measure	Don't Measure



# Selecting a Measurement Tool





# Course Feedback ≠ Evaluation

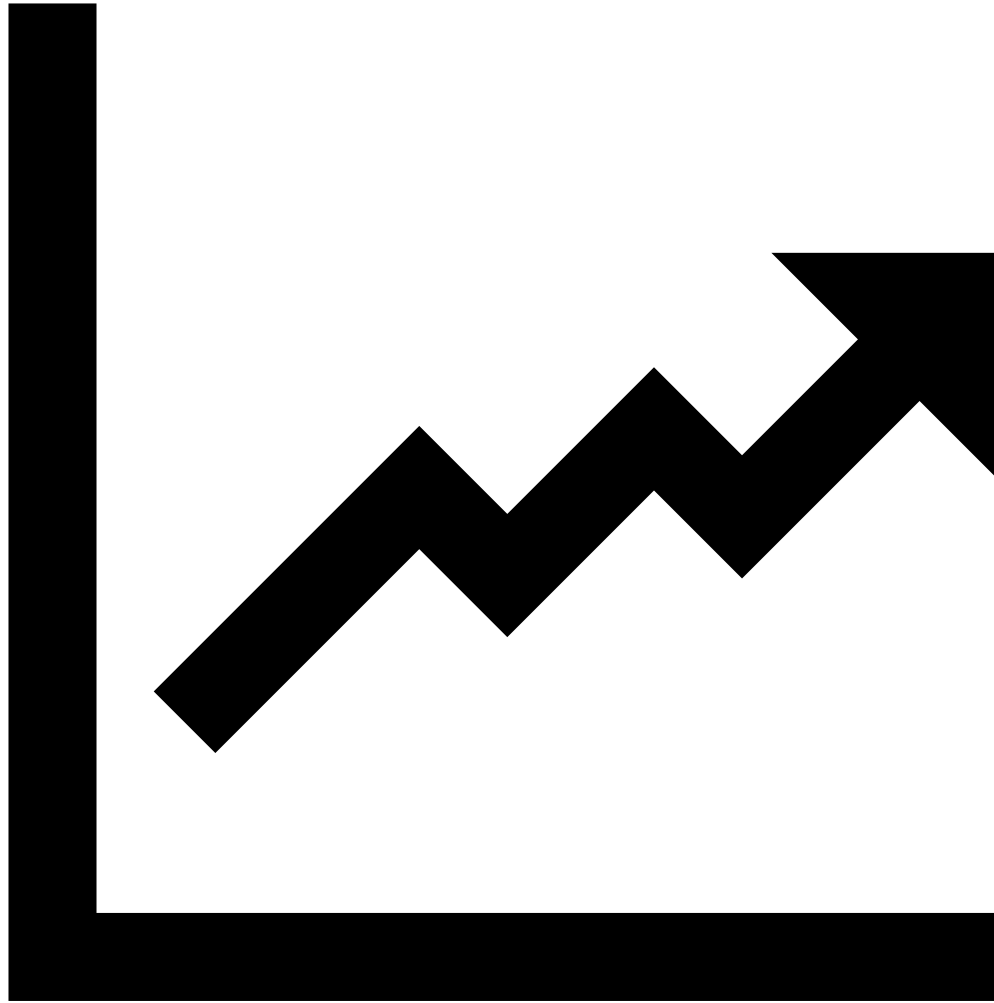
- Lead: Dr. Nancy Turner
- Students are **not** direct evaluators of teaching
- One piece of the puzzle
  - a) Peer review
  - b) Analytics
  - c) Self-assessment
- Elevating formative use of student feedback



# Some of what we measure:

- Assessment
- Instruction
- Learning environment

**And one  
more...**







**Take the mindset of an instructor.  
In which direction would you choose to  
improve?**



A close-up photograph of a bright yellow tennis ball resting on a red tennis court. The ball is positioned on a white line, and its shadow is cast to the left. The word "PROBLEM" is printed in bold black capital letters across the center of the ball. The background is a blurred green fence.

**PROBLEM**



# Problem: Detailed

- Core questions set centrally; inflexible
- Colleges and Departments have autonomy; flexible
- SOLUTION!

# Current Centralized Work

- Sustainability
- Indigenization
- EDI
- Wellness
- Experiential Learning
- Assessment

**And  
more...**

# Activity: Build a Chart

Initiative			Other Considerations
Sustainability			
Indigenization			
Wellness			
...			

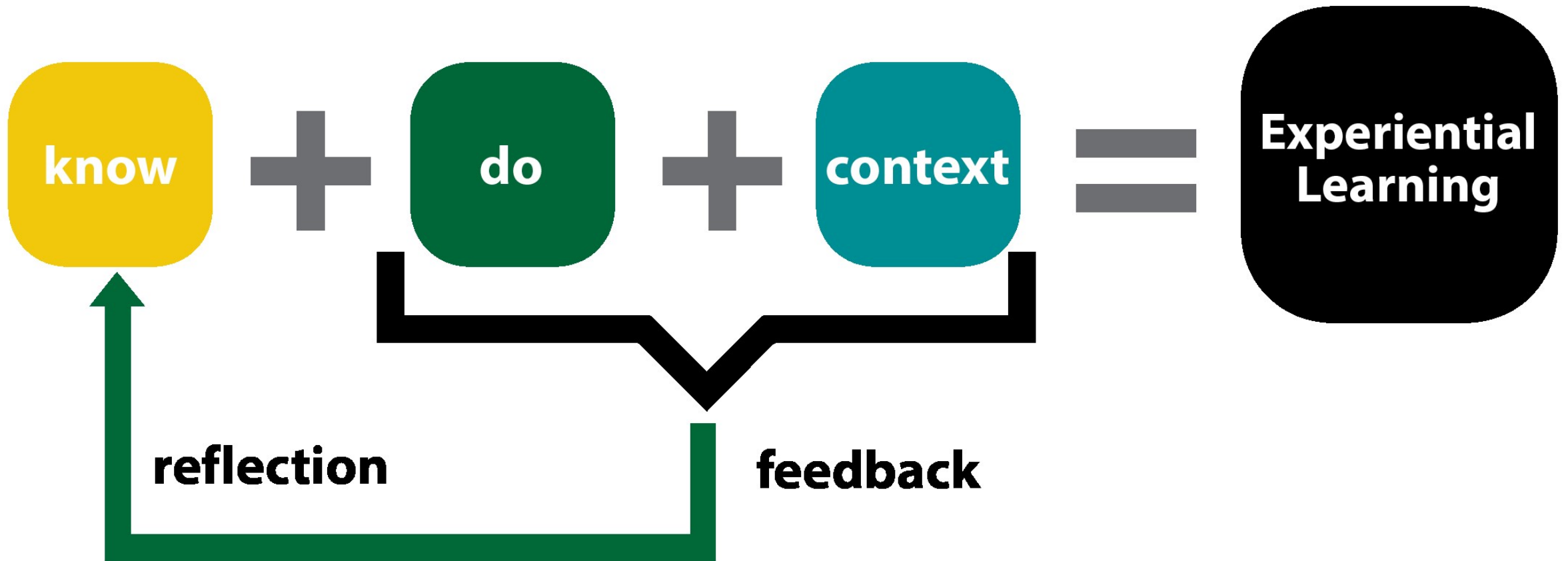


# Step 1: A Willing SME

- SME = subject matter expert; ongoing collaborator
- Identifying collaborators
- Big Q for collaboration:

**If an instructor is doing your “thing” well in the classroom, what would a student experience?**

# Student Experience Focus - Example



# Activity: Build a Chart, C2

Initiative	SME		Other Considerations
Sustainability	Aditi		
Indigenization	Darryl		
Wellness	Roberta		
...	...		

## Step 2: SME & Me

- Time to design the module!
- Big limiting factor: overall questionnaire length (20-25 Qs)
- Template for discussion & design
- Planning for reports
  - a) Who is the primary consumer?

# SLEQ Module Outline

<b>Module Name</b>	Team Teaching
<b>Publication &amp; Last Reviewed</b>	January 2022 (never reviewed)
<b>Persons Responsible</b>	David Greaves (Teaching & Learning Enhancement Specialist) Wendy James (Manager, Professional & Curriculum Development)
<b>Description</b>  Team teaching is intended to improve student learning experiences through real-time collaboration between two or more instructors. This module prompts students to share whether they perceive these intended benefits in their learning environments to assist faculty and academic units in assessing whether team teaching is being used effectively to enhance learning.	
<b>Intended Use</b>  Intended to be used in any courses where multiple instructors are actively collaborating in real-time to facilitate the course. This <b>should not</b> be used in situations where instructors are co-facilitating a course, but teaching separate portions of the course rather than active and ongoing co-instruction.	
<b>Question (ID Label)</b>  <ol style="list-style-type: none"> <li>(TeamTeach_Feedback) Due to the team teaching in this course, I was able to get a greater quantity and/or higher quality of feedback from my instructor(s). <i>(Agree-Disagree rating scale)</i></li> <li>(TeamTeach_Questions) It felt easier to get my questions answered in this course than it typically does in courses of this size facilitated by just 1 instructor. <i>(Agree-Disagree rating scale, with N/A)</i></li> <li>(TeamTeach_Cooperation) I believe that the active cooperation between the course instructors enhanced my learning experience in this course. <i>(Agree-Disagree rating scale)</i></li> <li>(TeamTeach_Perspectives) The diverse perspectives and experiences of my instructors were integrated well with each other to enhance my learning experience. <i>(Agree-Disagree rating scale)</i></li> <li>(TeamTeach_OpenEnded) Please comment on how the team-teaching approach in this course impacted your learning experience. <i>(Open text comment)</i></li> </ol>	
<b>Reporting Needs</b>  <input checked="" type="checkbox"/> Include on individual instructor report? <input checked="" type="checkbox"/> Include in case file? <input type="checkbox"/> Generate aggregate reports?  Each closed-ended question should have standard quantitative report blocks. Open-ended question should display standard text comments	
<b>Module Assessment Plan</b>	<ul style="list-style-type: none"> <li>Review Summer 2024</li> <li>SurveyMonkey to all instructors who used</li> </ul>



# A Sample Module: Open Textbooks

1. How would you rate the quality of the open textbook(s) used in this course compared to the textbooks you've used in other courses? [much better, much worse scale]
2. Please indicate level of importance to you of the following features of your open textbook? [importance scale]
  - a. Cost savings
  - b. Immediate access
  - c. Convenience & portability of the digital format
  - d. Ability to print pages
  - e. Ability to keep forever
  - f. Ability to share with others
  - g. Ability to print the open textbook at the bookstore
3. How frequently did you use the open textbook for your learning? [daily, weekly, monthly, never]
4. We welcome any comments or clarifications you may wish to add about your experience with the open text(s) used in this course. [open-ended]
5. How would you rate the importance of the open textbook in your learning experience? [importance scale]

# Best Drivers?



# Activity: Build a Chart, C3

Initiative	SME	Best Drivers	Other Considerations
Sustainability	Aditi	Individual instructors	
Indigenization	Darryl	Individual instructors or academic leaders	
Wellness	Roberta	Individual instructors	
...	...	...	

## Step 3: Blue Time!

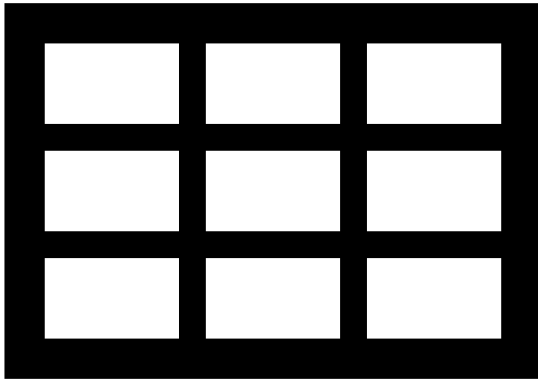
1. Prepare datasource with blank field in course
2. Populate field
  1. Option 1: use DIG to choose which modules are added
  2. Option 2: populate from outside Blue & update datasource
3. Trigger to enable in questionnaire

# 1. Prepare blank field in DS

QP_START	11/09/2023 07:30:00
QP_END	11/23/2023 23:59:00
FO_START	11/24/2023 07:30:00
FO_END	12/08/2023 23:59:00
END_OF_TERM_ASSESS	Yes
MODULE_QUESTIONS_1	
MODULE_QUESTIONS_2	
MODULE_QUESTIONS_3	
MODULE_QUESTIONS_4	
MODULE_QUESTIONS_5	
TWO_TERM_COURSE	
COURSE_ACTIVE_STATUS	Y



## 2. Populate Blank Field



END\_OF\_TERM\_ASSESS

Yes

MODULE\_QUESTIONS\_1

-

-

Student Engagement Modular Questions

Open Textbooks Modular Questions

Community Partners - Edwards

Experiential - Edwards

Case Based - Edwards

ISAP Learning Community

Student Employment and Career Centre (SECC)

Intercultural Competence

Agriculture and Bioresources Tutorial

Research Project

Team Teaching

# 3. Insert hidden & trigger to enable

<input type="checkbox"/>	206			Institution Modular Questions: Module-StudentEngagement	Placeholder for Section Title
<input type="checkbox"/>	207		*	Institution Modular Questions: Module-StudentEngagement Course Placeholder 1	Placeholder for Single Selection
<input type="checkbox"/>	208		*	Institution Modular Questions: Module-StudentEngagement Course Placeholder 2	Placeholder for Single Selection
<input type="checkbox"/>	209		*	Institution Modular Questions: Module-StudentEngagement Course Placeholder 3	Placeholder for Single Selection
<input type="checkbox"/>	210		*	Institution Modular Questions: Module-StudentEngagement Course Placeholder 4	Placeholder for Single Selection
<input type="checkbox"/>	211		*	Institution Modular Questions: Module-StudentEngagement Course Placeholder 5	Placeholder for Single Selection
<input type="checkbox"/>	212		*	Institution Modular Questions: Module-StudentEngagement Course Placeholder 6	Placeholder for Single Selection
<input type="checkbox"/>	213		*	Institution Modular Questions: Module-StudentEngagement Course Placeholder 7	Placeholder for Single Selection
<input type="checkbox"/>	214		*	Institution Modular Questions: Module-StudentEngagement Course Placeholder 8	Placeholder for Single Selection

Info
Questionnaire
Definition
Subjects
Members
Triggers
Access
Tasks
Language
Publish

Trigger Creation

**Trigger Creation**

Trigger Name
U of S Student Engagement Modular Questions

Trigger Condition Type
Question

Question Filter
Add New Filter
(
)
And
Or
Not

Index	Filter Conditions
<input type="radio"/>	(
<input type="radio"/>	Course.MODULE_QUESTIONS_1 is Student Engagement Modular Questions
<input type="radio"/>	Or
<input type="radio"/>	Course.MODULE_QUESTIONS_2 is Student Engagement Modular Questions
<input type="radio"/>	Or
<input type="radio"/>	Course.MODULE_QUESTIONS_3 is Student Engagement Modular Questions
<input type="radio"/>	Or

Delete
Delete All
Apply
Cancel

# Step 4: Promo Time!

Academic Leader	Individual Instructor	Partner Driven
<ul style="list-style-type: none"><li>• More consistency/intentionality</li><li>• Randomly selected, all courses, required courses, intentionally selected based on content/design</li><li>• Useful for academic program reviews, curriculum projects</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate teaching effectiveness/growth for T&amp;P file</li><li>• Engaged instructors able to collect data on meaningful topics</li></ul>	<ul style="list-style-type: none"><li>• Partner collaborates with instructor, requests module</li><li>• Report to collaborator, perhaps not to instructor</li></ul>

## Step 5: Reporting

- Individual instructor – in report
- Aggregated – SME
- Public – SME-created artifact (Infographic? Email?)

**Goal setting!**

# Practical Issues

- Utilization rates & generalizability
- Interplay with tenure and promotion (do I *want* to be measured?)
- Aggregate thresholds
- Inherent limitations of student experience



# All done!

Questions now or at [david.greaves@usask.ca](mailto:david.greaves@usask.ca)