



Capturing the student voice: the role of course (module) evaluation in quality assurance and teaching enhancement.

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Student voice – a global focus



Africa

Tamrat, W. (2020). The exigencies of student participation in university governance: Lip services and bottlenecks. Higher Education Quarterly, 74(1), 35-47.

Asia

Liu, R. A. (2023). Students' Participation in Higher Education Governance in Mainland China. International Journal of Educational and Pedagogical Sciences, 17(2), 96-101

Australasia

Shah, M., & Pabel, A. (2020). Making the student voice count: Using qualitative student feedback to enhance the student experience. Journal of Applied Research in Higher Education, 12(2), 194-209.

Europe

Rojas Pernia, S., Haya Salmón, I., & Susinos Rada, T. (2016). Growing student voice in curriculum decisions at the university. Journal of Research in Special Educational Needs, 16, 563-567.

North America

Kinzie, J., Silberstein, S., McCormick, A. C., Gonyea, R. M., & Dugan, B. (2021). Centering racially minoritized student voices in high-impact practices. Change: The Magazine of Higher Learning, 53(4), 6-14.

South America

Darwin, S. (2020). Seemingly Influential, yet Largely Invisible: The Paradox of the “Student-Driven” Chilean Higher Education Model. In American Educational Research Association Annual Meeting, San Francisco, USA.

❖ Why emphasise the student voice?

- Growth of service user-movements
- Growing consumer culture in Higher Education
- Widening participation and access
- Emphasis on inclusion and diversity
- Social, cultural and technological changes
- Regulatory requirements/recommendations



❖ Liverpool John Moores University...

- Based in Liverpool, Northwest England
- Student body:
 - Over 28,000 students
 - Over 23,000 FTE (full time equivalent) students
 - Over 22,000 undergraduate FTE
- 250+ programmes
 - Wide range of disciplines
- Approx. 2500 courses ('modules')



❖ Our principles for student voice work

A focus on partnership

An expectation for respect

A commitment to inclusion

A drive for representation

An emphasis on sustained engagement

A preference for dialogue



❖ Our student feedback framework

Mandatory

Annual cohort survey

Bespoke surveys

Student Union
representation

Course
representation

Module evaluation

Advisory

Mid-module review

Local approaches

Informal

Reflection on
practice

System requirements for course evaluation

Online evaluation system

- Integrated into the LMS (Canvas)
- Mobile compatible

In-house management

- Responsive 24/7 support

Opportunity for personalised questions

Data anonymous to end-user

- Identifying characteristics can be attributed

Works at scale

Can be quickly adapted

- E.g. revise questions to reflect institutional priorities
- E.g. change response scales to reflect national survey
- E.g. alter delivery window



❖ Our course (Module) evaluation process

- Centrally operated using Explorance Blue
 - Anonymous (to the end users)
 - 8 standard [questions](#)
 - Up to 5 optional questions: question banks, student-generated, self-authored
 - 2 (3) open questions
- Delivered in the final weeks of teaching
- Typical response rate - 25-35%
 - Wide variation across and within programmes
- Static (pdf) reports of numerical data within 2 days
- Reports with comments later
 - Manually checked for abusive or hateful language
 - Names removed if in negative context
- (Centrally managed) Comment analysis linked to institutional priorities



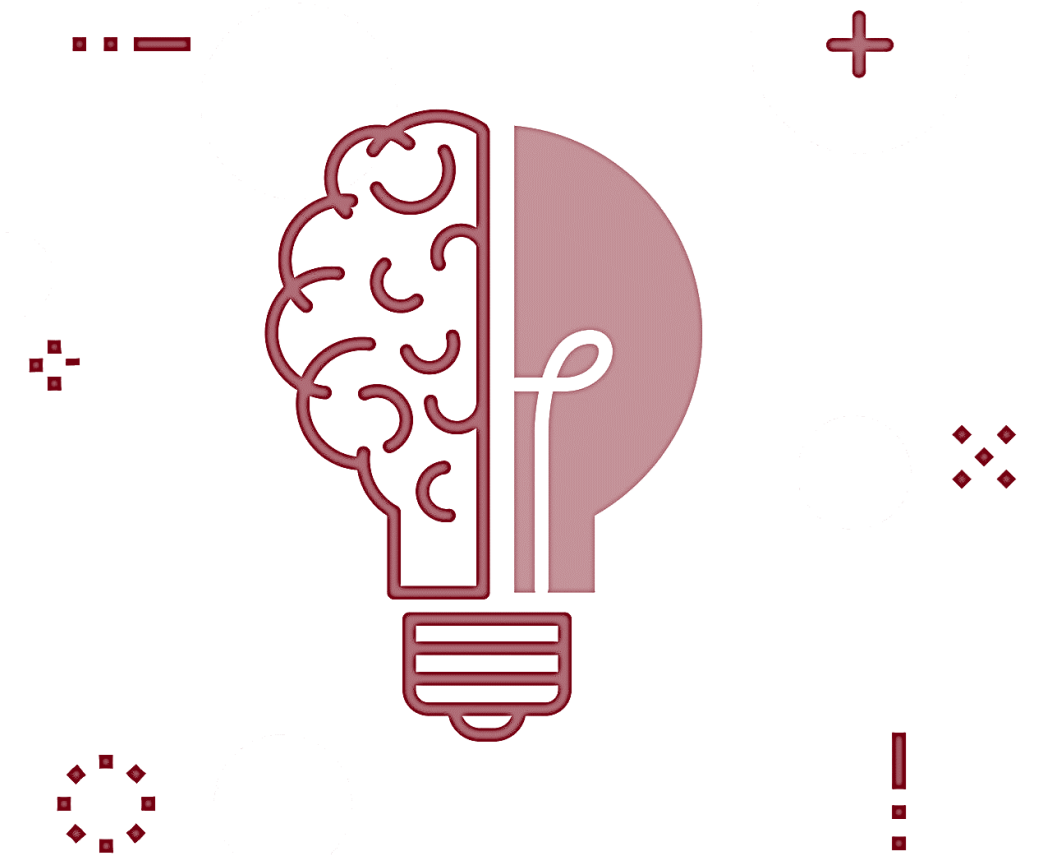
❖ Use in quality assurance/enhancement

- Reported in continuous monitoring and enhancement processes
 - responses and response rates.
- Actions/responses provided on the LMS.
- Data used for ‘reflection on teaching’ in annual staff appraisal and reward/recognition
- Programme level reports facilitate comparison between modules.
- Provides a “temperature check” prior to national surveys.
- Ad hoc open-text comments analysis related to strategic priorities
 - acquired Explorance MLY for quicker analysis
- Supports institutional research, evaluation and impact analysis
 - Facilitated by analytical power and analysis by student characteristics
 - E.g. bespoke reports
 - E.g. contributed evidence for the English HE regulator
 - E.g. used to interrogate awarding gaps



❖ Challenges and dilemmas

- Variable data quality – Student Information System.
- Maximising response rates.
 - engagement maximised through in-class completion.
 - personal requests from module leader.
 - Canvas pop-up.
 - Reporting ongoing response rates to students.
- ‘Closing the feedback loop’.
- Student guidance on giving feedback.
- Editing comments and redacting names.
- Analysing comments
 - manual, analysis software, Explorance MLY
- Staff development to benefit from dynamic reporting using Blue Dashboard



Thank you

Any questions?



Keep in touch – p.carey@ljmu.ac.uk

Core module evaluation questions

All use 4-point scale...

1. How well is the module taught, whether in person or online?
2. How easy is it to find the information that you need on the module Canvas site?
3. How easy to use are the digital resources associated with this module?
4. How much does the module challenge you to think more deeply about the subject area?
5. How clear are the assessment tasks associated with this module?
6. How easy is it to access support and guidance for this module when you need it?
7. To what extent does the module help you to understand the contributions that people from different communities and backgrounds have made to the development of the subject area?
8. Overall, how satisfied are you with the quality of this module?

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