Evaluate

The Wireless Collection of SET & SEM

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Completing a test Evaluation

- Log in to the UoN wireless service
- Go to: https://bluecastletraining.nottingham.ac.uk
- Insert **given** username and password (case sensitive)
- Click on ‘My Surveys’
- Enter the PIN (not case sensitive) and press submit
- Click on the Complete Survey button for the SET survey
- Click on the Complete Survey button for the SEM survey
Evaluate – Key Features

- Wireless collection is compatible with SMART devices (plus 3G and 4G)
- SET and SEM feedback is collected in the classroom or any teaching environment (‘wireless everywhere’)
- The Evaluate database is updated instantaneously
- Collects scores and comments which are accessed by the lecturer online (lecturer dashboard) after the survey has closed
- Provides comparative averages to put your score in context (University level only for the first year)
- Produces reports for School Management
**Staff**
- Frustration with the questions – ‘rate my professor’
- Lack of given context
- Time consuming

**Students**
- Dislike the paper forms
- Seen as pointless as they do not receive feedback on their feedback
- Frustrated as they would like aspects of teaching to change/would like to be listened to

**University Management**
- Data is presented in a manner which makes analysis difficult
- Confidentiality can get in the way of action
- Complexity of processing and associated costs
• Ownership and management of surveys is based in your School.
• Your surveys will be created by your School Office to open and close for dates and times that suit you and your students.
• School can make decisions about when and how frequently surveys are taken within the University Policy

Policy 2014/15
• All classroom based teaching and modules must be Evaluated
• To be SET’ed you must teach a minimum of 4 hours on a module
• If a module is team taught, one lecturer will be assigned to take the SEM evaluation for the whole team
• Open a survey at the start of a lecture and close it by the end. Pilots have shown that this is a way to maximise completion by those attending.

• Open for a longer period enabling students to complete at anytime during this ‘open period.’

• Re-open to maximise completion rates

• Negotiation about dates and times should take place in the School utilising current SET administration staff.
Once the survey is created you will automatically receive an email containing the Blue Castle address and a QR mark: https://bluecastle.nottingham.ac.uk

You give your students the Blue Castle address or the QR mark
Students complete the survey(s)

Anyone without a device can
• Use the AV in the teaching room
• Borrow their friends device

The teacher can also ask the School Office to re-open the survey for a limited time so that students can complete the survey
• Reasonable adjustment
• Low return rate
• Standard text will appear at the top of each questionnaire

“As a student at the UofN you can help ensure that teaching and module design supports your learning by telling us what works and what doesn’t. By completing your questionnaire, you make your voice heard because your School will reflect on Evaluation results and make changes based on what students say. Your responses remain anonymous but please only submit constructive comments because anything that is inappropriate will be removed along with associated scores.”

• Six School based questions can be added – 3 for SET and 3 for SEM. Each School will decide on these questions

• School based questions are databased but do not form part of the University mean
To complete a Survey select the Complete Survey button next to the relevant module.

The link can be timed to appear for specific dates and times.

The link will disappear once the survey is completed or timed out.

Blue Castle will adjust so it can used easily on different devices/phone sized devices.
• Student feedback is very positive about electronic collection
• Pilots show students ‘get’ the process
• They are familiar with the device in their pocket, with Blue Castle and with texting/messaging
• Complete surveys as quickly as paper
• Leave plenty of comments
• 97% ownership of appropriate ‘in my pocket’ devices (SU survey 2014)
• Password protected log in
• Scores and comments stored in database
• Scores are listed separately for each submission and aggregated
• Able to compare to previous data sets and create graphs and bar charts
• Formatting and export features, e.g. for promotion papers, PDPR
• Contextualised information for comparison

### Proposed Contextualised Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Mean of School</td>
<td></td>
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<tr>
<td>Mean of Faculty</td>
<td></td>
</tr>
<tr>
<td>Mean of University*</td>
<td>available 2014/15</td>
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<tr>
<td>Mean of same year group</td>
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<tr>
<td>Mean of class size</td>
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<td>Mean of compulsory</td>
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### Text Responses

#### 3a) Please comment on any positive or negative aspects of the teacher's delivery.

- Very clear and helpful
- HELLO
- Very student centered
- Cue inspiring

#### 5a) Please comment on any other positive or negative aspects of the lecturer's teaching.

- Even I could do it. He must be a good teacher!
- GOODBYE
- Ace
Review of Questions

• SET
  • Attempt to create questions which are useful for individual reflection and for performance measurement
  • Designed to be appropriate for use in different teaching contexts

Current SET Questions
  • 1. Is this module compulsory for you?
  • 2. I have attended at least 80% of the sessions timetabled for me with this teacher?
  • 3. The teacher was an able communicator
  • 4. The teacher retained my interest
  • 5. The teacher was approachable
  • 6. Sessions were paced appropriately
  • 7. Overall, this teacher assisted my learning

Pop up
Please comment on any other positive or negative aspects of X’s teaching

notes, reading lists, online materials...etc.)
Review of questions

**SEM**

- First time the University has centralised SEM
- Option to add a limited number of contextualised questions
- Can be taken at the same time as SET

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<tr>
<td>1.</td>
<td>The objectives of the module were made clear/available to me.</td>
</tr>
<tr>
<td>2.</td>
<td>The teaching methods used in the module help me to learn</td>
</tr>
<tr>
<td>3.</td>
<td>The method of assessment (exam, coursework, practical...etc) allows students to demonstrate what they have learned on the module.</td>
</tr>
<tr>
<td>4.</td>
<td>The level of the module is about right (if you score 3, 4 or 5)</td>
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**Pop up displayed**

If you didn’t strongly agree or agree with this statement, is the module,

- Too easy?
- Too hard?

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<td>5.</td>
<td>The workload on this module is about right (if you score 3, 4 or 5)</td>
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**Pop up displayed**

If you didn’t strongly agree or agree with this statement, was the workload,

- Too much
- Too little

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<td>6.</td>
<td>Would you recommend this module to other students?</td>
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### Changes to evaluation of teaching

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<tr>
<th>Current</th>
<th>Evaluate</th>
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<tr>
<td>SET is the only University system</td>
<td>SET and SEM are University systems. Plus contextualised and equivalent questionnaires to cover labs etc in the future</td>
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<tr>
<td>25% of teaching every two years</td>
<td>100% of classroom teaching (2014/15)</td>
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<tr>
<td>Confidential to teacher and his/her Head of School</td>
<td>Less confidential. Drill down capability by School management. Publication of SEM</td>
</tr>
<tr>
<td>SET questions</td>
<td>Reviewed but 2014/15 use current questions</td>
</tr>
<tr>
<td>SEM questions created by School</td>
<td>SEM questions created by the University</td>
</tr>
<tr>
<td>Additional School-based questions</td>
<td>Limited additions to reflect different School focused interests</td>
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<tr>
<td>SEC is School based</td>
<td>SEC is School based but ‘End of year’ questionnaires can be created by Schools</td>
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Proposal to Senate in June 2014 to publish both SET and SEM

**SEM**
Agreed – publication of SEM via Moodle Module pages
Publication within a module review – template being developed

**SET**
‘...general publication of SET scores should not proceed, but trials in selected Schools will take place...’

**Students**
Continued and solid support from students for publication of both SET and SEM
Impact of Evaluate

For Students
• Close feedback loops (SEM)
• Motivate students to complete questionnaires,
• Open a dialogue with students to improve modules,
• Enable students to see improvements made to a module
• Students ‘at the heart of teaching’

For Staff
• Accessible data
• Comparative data
• Basis for reflection
• Demonstration of performance