Student feedback on teaching – The PolyU Experience

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About me

About you

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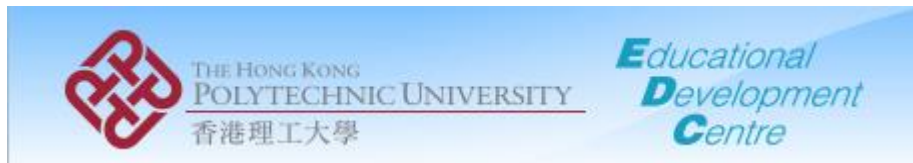
Teaching evaluation

❑ What is it?

❑ What purpose does it serve?

❑ What is its value?

❑ How is it conducted?

Teaching Evaluation at University of Macau

- ❑ Policy
- ❑ Instrument
- ❑ Administration
- ❑ Feedback to students and staff
- ❑ Quality Assurance & Quality Enhancement

Teaching Evaluation at PolyU

❑ Principles laid down in the Handbook of Teaching Evaluation

❑ Multiple sources of evidence:
   ❑ Teaching portfolio
   ❑ Peer observation of teaching
   ❑ Student Feedback Questionnaire (SFQ)

The Student Feedback Questionnaire

The purpose of the SFQ is to:

❑ Collect student feedback on teaching and subjects for developmental and improvement purposes

❑ Provide one source of documented teaching evidence for judgmental purposes

❑ Is supported by policy and University guidelines

❑ Administered by EDC on behalf of LTC

❑ First implemented in 1999

Implementation of eSFQ

Timeline:

❑   2014/15: Full-scale pilot

❑   2015/16: 1st year of implementation

❑   2016/17: 2nd year of implementation

Response rate remained a concern voiced by staff members during the full-scale pilot and 1st year of implementation
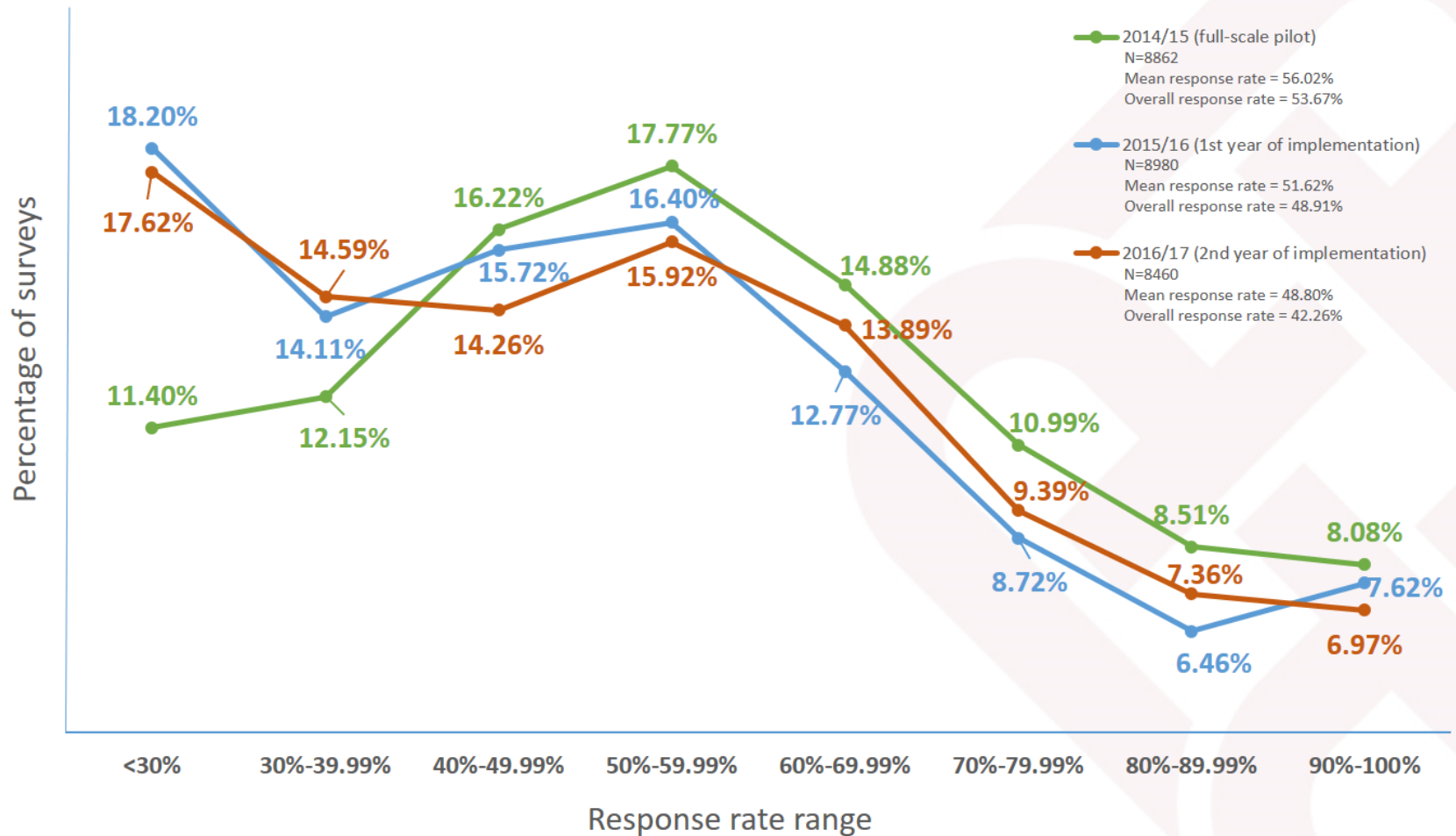
Response rates

	2014/15 (full-scale pilot)	2015/16 (1st year of implementation)	2016/17 (2nd year of implementation)
No. of classes involved	8862	8980	8460
No. of eSFQ sent out	315772	323813	320918
Overall response rate[1]	53.67%	48.91%	48.80%
Mean response rate[2]	56.02%	51.62%	52.26%
SD	22.19	23.63	23.38

[1] Overall response rate = No. of eSFQ returned / No. of eSFQ sent out
[2] Mean response rate was calculated by taking the average of the response rates for all eSFQ survey conducted

Distributions of response rates of eSFQ in 2014/15 to 2016/17

Percentage of surveys (y-axis)

Response rate range (x-axis)

Legend:
- **2014/15 (full-scale pilot)** N=8862, Mean response rate = 56.02%, Overall response rate = 53.67%
- **2015/16 (1st year of implementation)** N=8980, Mean response rate = 51.62%, Overall response rate = 48.91%
- **2016/17 (2nd year of implementation)** N=8460, Mean response rate = 48.80%, Overall response rate = 42.26%

X-axis categories: <30%, 30%-39.99%, 40%-49.99%, 50%-59.99%, 60%-69.99%, 70%-79.99%, 80%-89.99%, 90%-100%

Data labels:
- 2014/15 (green): 11.40%, 12.15%, 16.22%, 17.77%, 14.88%, 10.99%, 8.51%, 8.08%
- 2015/16 (blue): 18.20%, 14.11%, 15.72%, 16.40%, 12.77%, 8.72%, 6.46%, 7.62%
- 2016/17 (orange): 17.62%, 14.59%, 14.26%, 15.92%, 13.89%, 9.39%, 7.36%, 6.97%

Descriptive statistics for the eSFQ exercise in 2016/17

	Semester 1	Semester 2	Summer Term	Overall
No. of subjects	1566	1610	235	3411
No. of classes involved	4163	3872	425	8460
No. of questionnaires sent out	161637	144341	14975	320918
No. of questionnaires returned	85330	65334	5937	156601
Overall response rate[1]	52.79%	45.26%	39.65%	48.80%
No. of students involved in the exercise	27885	26143	8388	29977
No. of students who did at least 1 eSFQ	18725	15708	3665	22404
Overall student participation rate[2]	67.15%	60.08%	43.69%	74.74%
Percentage of students who completed all their eSFQ	46.57%	40.23%	37.58%	30.63%
Percentage of students who did none of their eSFQ	32.85%	39.92%	56.31%	25.25%
Average no. of eSFQ sent to a student	5.80	5.52	1.79	10.71

[1] Overall response rate = No. of eSFQ returned / No. of eSFQ sent out
[2] Overall student participation rate =No. of students who have done at least 1 eSFQ / No. of students involved in the eSFQ exercise

University means on standard items (calculated using 3 years' data)

	Item	2014/15 (full-scale pilot)		2015/16 (1st year of implementation)		2016/17 (2nd year of implementation)	
		Mean	SD	Mean	SD	Mean	SD
About the Subject	IA1. Clear understanding of what I am expected to learn	4.0	0.4	4.1	0.4	4.1	0.4
	IA2. Teaching & learning activities helped me to achieve the subject learning outcomes	4.0	0.4	4.1	0.4	4.1	0.4
	IA3. Assessments require demonstration of knowledge/skills/understanding of subject	4.1	0.4	4.1	0.4	4.1	0.4
	IA4. Able to understand the criteria for grading	4.0	0.4	4.0	0.4	4.0	0.4
Overall view about the Teaching of the Staff Member	IIA6. Provided me with a valuable learning experience	4.1	0.5	4.1	0.5	4.1	0.5
	IIA7. Overall, staff member is an effective teacher	4.1	0.5	4.1	0.5	4.1	0.5
	Grand mean of items on Overall View (GMOV)	4.1	0.4	4.1	0.4	4.1	0.5

Supporting teachers

A sample report

SFQ FULL REPORT

Student Feedback Questionnaire
Summary of statistical results
(2015/16)

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Filename:
Department:
Staff name: Staff number:
PolyU NetID:
Programme code:
Subject name:

Subject code: Group:

Background Information

Programme level:	Degree	Subject level:	Level 4
Mode of study:	Full-time	Subject nature:	Core/Elective
Language of instruction:	English	Semester:	Semester
No. of students enrolled:	36	No. of returns:	
Response rate:	19.4%	Part of teaching being evaluated:	
Focus of feedback:	Staff and subject		Lecture and small group

ABOUT THE SUBJECT
Your Learning Experience of the Subject

Percentage of students
■ Strongly agree ■ Agree ■ No strong view

Item	Mean	Std Dev
1. I have a clear understanding of what I am expected to learn from this subject.	4.3	0.5
2. The teaching and learning activities (e.g. lectures, discussions, case studies, projects, etc.) have helped me to achieve the subject learning outcomes.	4.4	0.5
3. The assessments require me to demonstrate my knowledge, skills and understanding of the subject.	4.4	0.6
4. I understand the criteria according to which I will be graded.	3.9	0.8

5=Strongly agree; 4=Agree; 3=No strong view; 2=Disagree; 1=Strongly disagree

Percentage of students
■ Too heavy ■ Appropriate ■ Too light

Item	Mean	Std Dev
5. Relative to the subject learning outcomes, the workload for this subject has been:	N/A	N/A

Percentage of students
■ >14 hrs ■ 11-13 hrs ■ 8-10 hrs ■ 5-7 hrs ■ <5 hrs

Item	Mean	Std Dev
6. On average, about how many hours per week during semester time did you spend on studying the subject (including attending classes, preparing for or revision after class, doing assignments or projects, preparing for tests and examination, etc.)?	N/A	N/A

ABOUT THE STAFF MEMBER
Teaching of the Staff Member

Percentage of students
■ Strongly agree ■ Agree ■ No strong view

Item	Mean	Std Dev
1. The staff member's teaching inspired me to think creatively.	4.4	0.6
2. The staff member's teaching was well-organised.	4.5	0.5
3. The staff member's teaching materials were relevant.	4.4	0.6
4. The staff member gave useful feedback on my work.	4.7	0.5
5. The staff member encouraged me to make informed judgements.	4.6	0.5

5=Strongly agree; 4=Agree; 3=No strong view; 2=Disagree; 1=Strongly disagree

Overall View About the Teaching of the Staff Member

Percentage of students
■ Strongly agree ■ Agree ■ No strong view

Item	Mean	Std Dev
1. The teaching of the staff member has provided me with a valuable learning experience.	4.6	0.7
2. Overall, I think that the staff member is an effective teacher.	4.7	0.6
Grand mean of Items on Overall View	4.6	0.6

5=Strongly agree; 4=Agree; 3=No strong view; 2=Disagree; 1=Strongly disagree

Extent of staff member using English in his/her classroom teaching

	Distribution
All or nearly all of the time	36.8%
Majority of the time	42.1%
About half or less than half of the time	15.8%
Missing	5.3%

Helping with interpretation

❑ Exercise on interpretation using two different methods

❑ Absolute Vs Relative interpretation

  ❑ **What were the "best" aspects of the subject/teaching?**

  ❑ **Which aspects of the subject/teaching were "less than satisfactory"?**

  ❑ **How effective was the teaching <u>overall</u> as perceived by the students?**

Absolute Interpretation

❑ Examine the item mean scores

[higher mean→ students generally had a more positive view about their experience]

❑ Compare % of strongly agreed/agreed versus % of strongly disagreed/disagreed

❑ Items with a low mean score or a significant % of the students having indicated negative feedback suggest major areas of concern

❑ Rule of thumb: A major concern if >1/3 of students had negative feedback on the item

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Relative Interpretation

❑ Interpreting SFQ ratings using relevant PolyU or Faculty norms:

http://edc.polyu.edu.hk/sfq-norms.htm

❑ Advantages
   ❑ Compares with what is "achievable" in similar context
   ❑ Provides information about relative strengths and weaknesses
   ❑ Gives a sense of the relative standing of your scores as compared to other colleagues in the same Faculty/School

Academic year		Name of staff	
Dept		Staff number	
Subject code			
Subject title			

Low (lowest 10%)   Medium-Low (10th-25th percentile)   Medium (25th-75th percentile)
Medium-High (75th-90th percentile)   High (top 10%)   Faculty/PolyU means   Your means

About the Subject

IA1	Clear understanding of what I am expected to learn	3.4
IA2	Teaching and learning activities helped me to achieve the subject learning outcomes	3.5
IA3	Assessments require me to demonstrate knowledge, skills and understanding of the subject	3.8
IA4	Able to understand the criteria for grading	3.8

About the Staff Member

IIA1	Well prepared and organised for class	4.0
IIA2	Delivered the subject clearly and effectively	3.6
IIA3	Stimulated my interest in the subject	3.2
IIA4	Helped me to take responsibility for my own learning	3.6
IIA5	Helpful feedback on my work	3.5

Overall View about the Teaching of the Staff Member

IIA6	Provided me with a valuable learning experience	3.5
IIA7	Overall, staff member is an effective teacher	3.6
GM	Grand mean of items on Overall View	3.6

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Using results for teaching enhancement

❑ Adding extra questions about the subject or about the teaching

❑ Interpretation of relative strengths
  ❑ Exercise using SFQ data

❑ Additional analyses
  ❑ Visualisation tool

Comparison between classes over time

❑ To gain a comprehensive and meaningful understanding of a teacher's teaching

❑ To get the entire pattern/trend of results

❑ To help you to identify classes or areas which need to be improved

Easiest way is to make use of different forms of visualization

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Spider chart - gives you an overall picture of your teaching
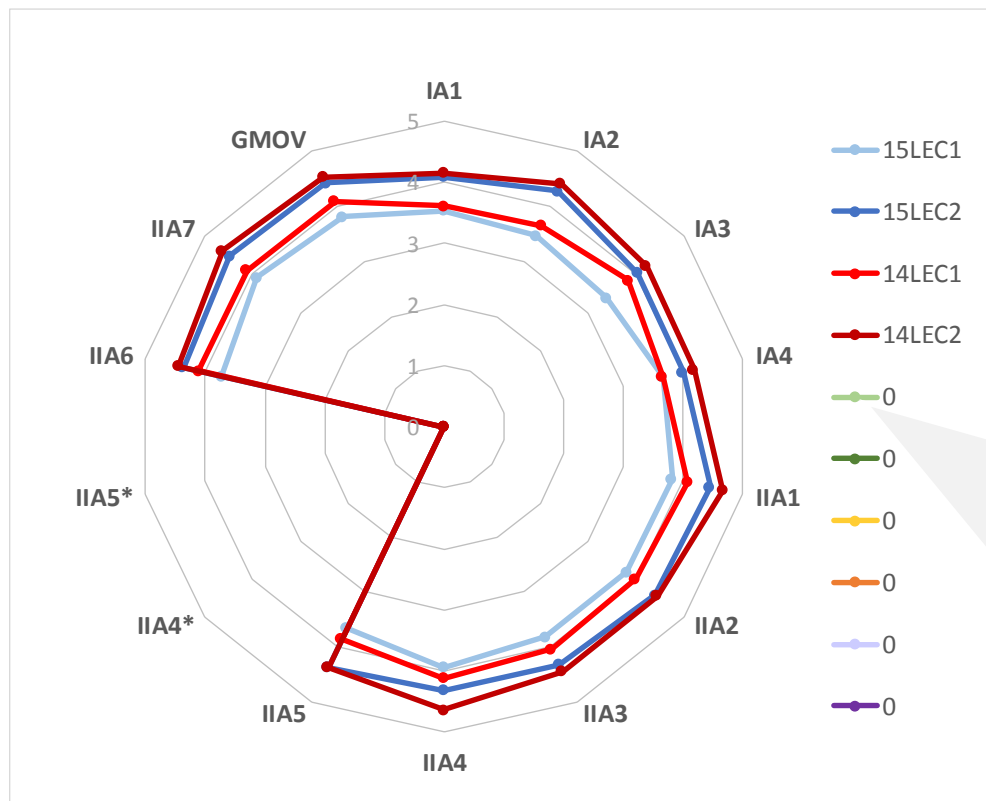
Area of the polygons - The chart shows the performance (mean) of all items of each class.

Large polygon - The higher your score on SFQ items, the larger the polygon.

Scatter plot - helps you understand how students rate your teaching for different types of classes (small, medium or large) and compares with your peers
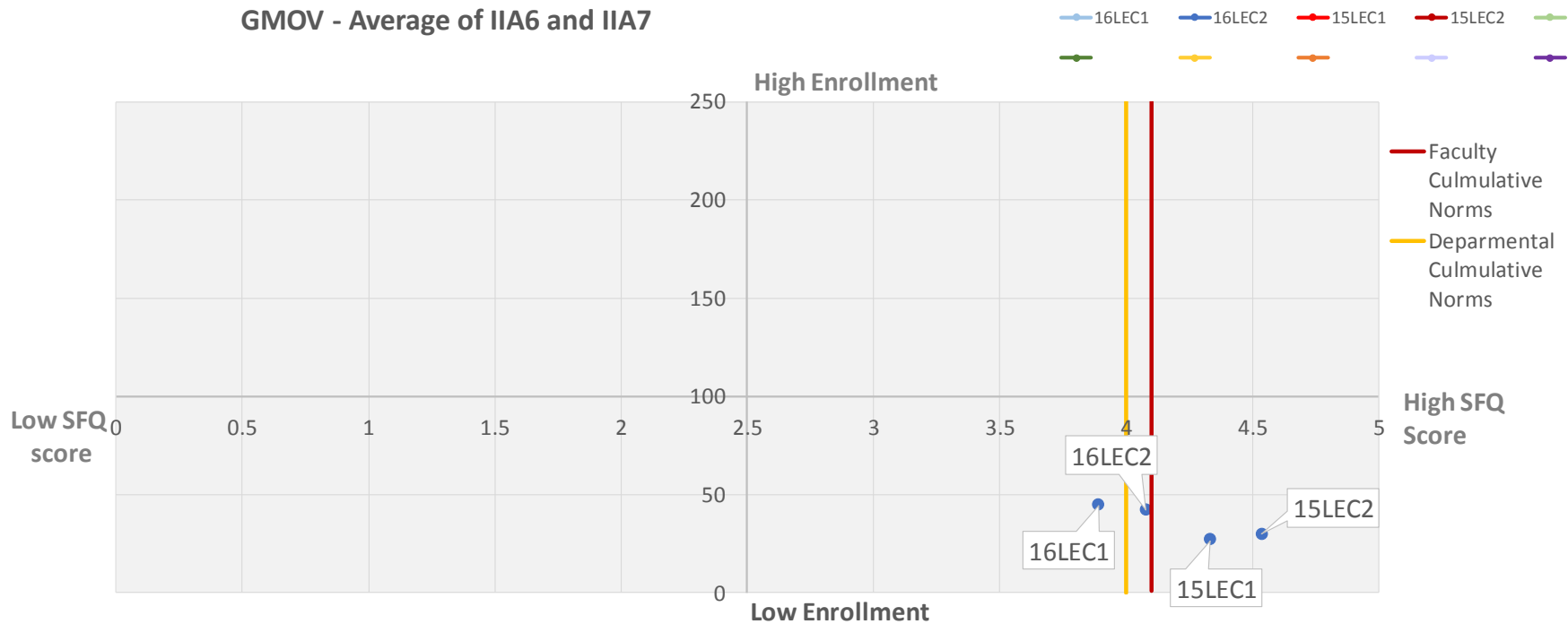
GMOV - Average of IIA6 and IIA7

High Enrollment

- GMOV
- Faculty Culmulative Norms
- Deparmental Culmulative Norms

Labels on chart: ABC1001-LEC1, ABC1001-LEC2, ABC1213-LEC2, ABC1213-LEC1, ABC1213-LEC3, ABC1213-TUT2, ABC1213-TUT1

Low SFQ score — High SFQ Score

Low Enrollment
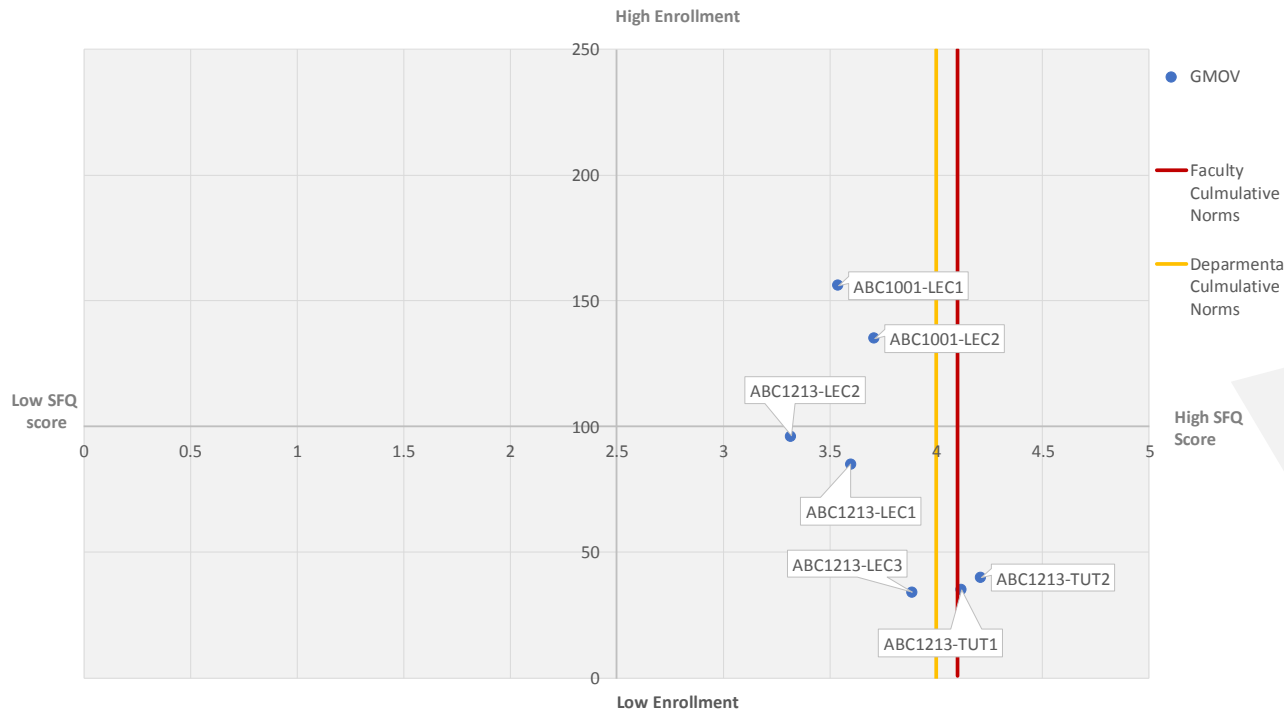
- Pay attention to **points below the Norms**

- **Points at the left-hand side ➔** improvements can be made

- Look for the pattern of **performance of classes with different enrolments** (large classes vs small classes)

Exercise

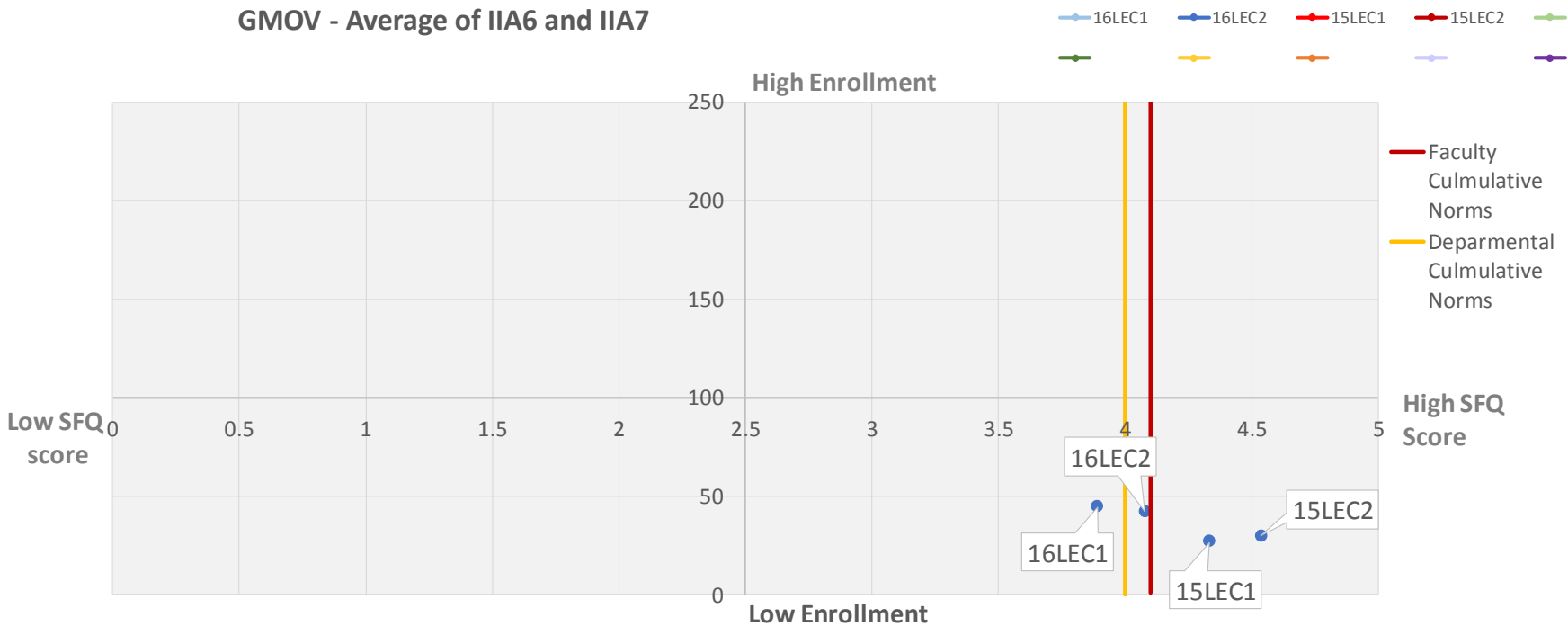What do these tell you about this person's teaching?
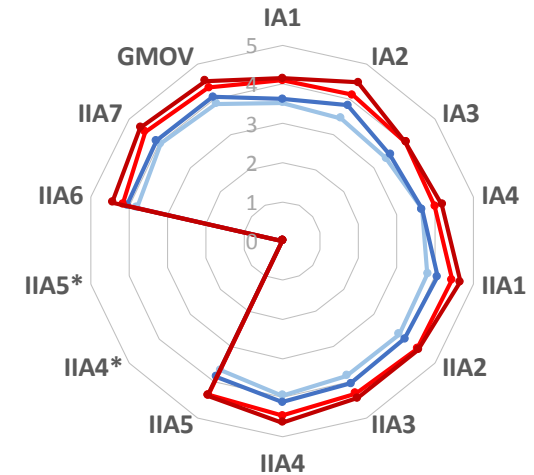
GMOV - Average of IIA6 and IIA7

- 2016 performance near the norms, but slightly worse than 2015 performance, because of:
  - bigger class ?
  - Teaching method ?
  - Diverse student background ?
- Students from LEC2 rated the teaching activities slightly better (IA2)
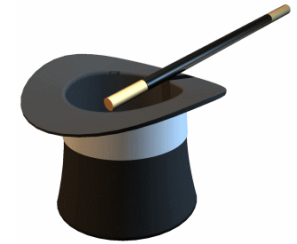

GMOV - Average of IIA6 and IIA7

16LEC1   16LEC2   15LEC1   15LEC2

High Enrollment

Faculty Culmulative Norms

Deparmental Culmulative Norms

Low SFQ score

High SFQ Score

16LEC2

16LEC1

15LEC1

15LEC2

Low Enrollment
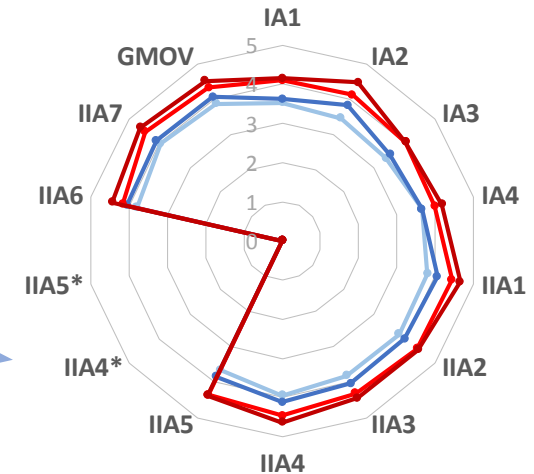
Teachers as Reflective Practitioners

❑ **No magic formula for success in teaching**
❑ **Improve through experience and feedback**

Action learning cycle

How would you react to the following comments in your SFQ report?

"Useless, a completely waste of time"

"Too theoretical, too much to cover in too little time. No time to think"

"Give us more example"

"Can't you teach?"

"The teacher is so badly prepared!"

Using student feedback

✗ DON'T

- See students as judges
- Rely solely on student feedback
- Over-interpret small differences
- Neglect contextual differences
- Ignore student feedback
- React defensively to negative feedback

✓ DO

- See students as information-providers
- Use ratings from multiple classes over time
- Consider a wider range of evidence
- Interpret in context
- Take it seriously for critical self reflection
- Collect fast formative feedback early in semester

What things can teachers do to improve their teaching?	• **What is within your control and what isn't** • **How much and how fast**

What next?	• **Developing a plan for improvement based on evidence** • **Looking at other sources of information about your teaching** • **Documenting your teaching** • **Determining if improvements have been made**

Use of SFQ for judging teaching

Student ratings on learning experience

T= teacher characteristics and classroom acumen

S = student characteristics and behaviour

C = curriculum

C = context

SFQ results must be triangulated with evidence from other sources

Giving Students Feedback

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Next steps

- ❑ Keep improving and adding to tools for analysis
- ❑ Look at improving response rate
- ❑ Try to address the way SFQ is used for staff appraisal
- ❑ Improve the image of SFQ amongst staff and students

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