



# How to Make Use of Mid-Term Surveys and SFQs: A UM Context

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# Outline

- Student Feedback at large
- Mid-Term Survey @UM
- Activity 1: Writing Mid-Term Survey questions for your very own course
- Types of SFQs @UM
- Activity 2: How can we make use of our SFQs?

# Student Feedback

Purposes for collecting students' feedback on teaching:

- diagnostic feedback to teachers about the effectiveness of their teaching.
- a measure of teaching effectiveness to be used in administrative decision making.
- information for students to use in the selection of course units and teachers.
- an outcome or process description for use in research on teaching.

(Marsh and Dunkin 1992)

# Student Feedback

‘...response given by the students concerning their perceptions of the teaching’

‘...students’ assessments and opinions on the teaching ... [u]sually gathered and analyzed by the educational institution’

(Ojasalo 2014)

**The survey is to evaluate the quality of teaching and learning for this course and provide feedback to the teacher. The survey is anonymous and the opinions expressed in this survey will not affect your grade.**

(UM SFQs)



# Student Feedback – Truth is...

**Students:** Customers – Services – Provider/Sales rep

(Titus 2008; Fairchild and Crage 2014)

‘We want to earn a degree’ vs. ‘We want to be learners’

(Molesworth, Nixon and Scullion 2009)

**Teachers:** Personal desire to receive positive feedback vs. Curricular design and Professional judgement

(Baxter 1991; Arthur 2009)

**Institutions:** Performance indicators of professional development and advancement (a cycle...)

(Simpson and Sigauw 2000; Kember, Leung and Kwan 2002; Yao and Grady 2005; Arthur 2009; Boysen et al. 2014; Chan, Luk and Zeng 2014)

# Mid-Term Survey

Benefits of conducting mid-term surveys (Warner and Simmons 2015; Hunt 2012):

- Improved communication
- Friendlier environment
- (potentially) Increased student satisfaction (i.e. SFQ scores)

# Mid-Term Survey

No 'standard' questions...

Faculty Template?

- Questions should aim to identify the individual needs of your students
- Feedback thus gathered can help you reflect on certain aspects of your teaching practice

# Mid-Term Survey

*Tailoring survey questions to my needs as an instructor*

**Please rank your level of agreement with the following statements, as follows:**

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

- The teacher makes an effort to stimulate students' thinking about xyz.
- The teacher provides timely feedback on tasks.

*Focussing on my students' learning experience*

- The pace of the course is: too fast, fast, just right, slow, too slow
- What has helped you learn in this course so far?
- What can the instructor do to help you learn better in this course?



Activity 1: Write down questions you want to ask in the mid-term survey (5 mins). Then Moodle function by Chris (~10 mins)

# Types of SFQs @UM

- Lecture
- Laboratory
- Language and Skills
- General Education
- Project-Based
- Teaching Practice
- SPOC (for example, CISC1000)

# Some questions one can ask...

- Does positive student feedback from surveys help you revise your teaching design? How?
- Does negative student feedback from surveys help you revise your teaching design? How?
- Which SFQ questions appear more relevant to you and your teaching approach? Why?
- Which SFQ questions appear less relevant or irrelevant to your teaching approach? Any question(s) you think should be removed from the SFQs?
- How might negative feedback be perceived?
- What are more suitable activities for reviews of teaching, e.g. classroom observations, teaching portfolios, video?
- Students (undergraduates for example) might retaliate on SFQs. What could be done to avoid this situation?

## Activity 2

Your thoughts?

And what other questions can we ask regarding SFQs?

- Does positive student feedback from surveys help you revise your teaching choices? How?
- Does negative student feedback from surveys help you revise your teaching choices? How?
- Which SFQ questions appear more relevant to you and your teaching approach? Why?
- Which SFQ questions appear less relevant or irrelevant to your teaching approach? Any question(s) you think should be removed from the SFQs?
- How might negative feedback be perceived?
- What are more suitable activities for reviews of teaching, e.g. classroom observations, teaching portfolios, video?
- Students (undergraduates for example) might retaliate on SFQs. What could be done to avoid this situation?

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*Thank you ☺*  
*Questions? Comments?*

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