

## Module Evaluation Guide for Staff

### The survey dates

Each semester the University asks all students to complete module evaluations.

The dates of standard module evaluations are as follows:

Survey	Administration	Results available
<b>Semester 1</b> module evaluation and  <b>Yearlong</b> modules' interim module evaluation	Weeks 11-12 (Dec 4-17)  Question personalisation will go live for Module Leaders on 27 <sup>th</sup> of November (week 10)	w/c 15 <sup>th</sup> of January
<b>Semester 2</b> module evaluation and  <b>Yearlong</b> module evaluation (final)	Weeks 25-26 (Mar 11-24)  Question personalisation will go live for Module Leaders on 4 <sup>th</sup> of March (week 24)	w/c 19 <sup>th</sup> of April
<b>Mid Module Review</b> for semester 1 modules  Mid Module Review for semester 2 modules has not been included this academic year.	Weeks 6-8 (30 Oct – 17 Nov) in Semester 1  It is advised to use the Student Voice Season in semester 2 (February) for obtaining informal module level feedback.	Mid-module review is not centrally managed or reported. See the section 'Mid Module Review' in this document for more information.
<b>Non-standard</b> modules' evaluation	Throughout the academic year (please find an overview of alternative evaluation windows in the <a href="#">Student Survey Calendar</a> )	Within three weeks after the non-standard module evaluation survey closes.

### Student engagement

Please encourage your students to complete the module evaluation. High response rates are important to ensure a representative picture of student voice. When response rates are low, the validity and reliability of the results can be affected, especially for small student cohorts. The following validity thresholds (minimum response rates) linked to student population size are recommended (Zumrawi, Bates, & Schroeder, 2014).

- For 100 or more students - validity threshold  $\geq$  15%
- For 30 - 99 students - validity threshold  $\geq$  30%
- For 10 - 29 students - validity threshold  $\geq$  50%
- For less than 10 students - validity threshold  $\geq$  60%

JMSU could help to support module evaluation via course representatives. Please speak to your course representative if you would like their support.

You can direct your students to the [Module Evaluation Guide for Students](#) where they can find information about completing the survey, giving constructive feedback, and how their data is anonymised, stored, and used.

### Strategies to increase student engagement

First, it can help to remind your students that the module evaluation survey is open during teaching sessions, by email, via Canvas or any other communication channels that you regularly use to contact students. Secondly, please reassure students of the value of their feedback. Student voice is an important mechanism in the University's quality assurance and teaching and learning enhancement. Finally, students are more likely to complete the questionnaire if they are given 5 minutes at the beginning or end of the session to complete the questionnaire.

### Module evaluation questions

Please note that the module evaluation questions have been reworded to align with the NSS 2023 approach. Students are asked to rate the below 'direct' questions on varying 4-point rating scales (e.g., 1. Not at all well, 2. Not very well, 3. Well, 4. Very well).

#### Core questions for all modules are the following:

1. How well is the module taught, whether face-to-face or online?  
(Very well, Well, Not very well, Not at all well)
2. How easy is it to find the information that you need on the module Canvas site?  
(Very easy, Easy, Not very easy, Not at all easy)
3. How easy to use are the digital resources associated with this module?  
(Very easy, Easy, Not very easy, Not at all easy)
4. How much does the module challenge you to think more deeply about the subject area?  
(To a large extent, To some extent, To a small extent, Not at all)
5. How clear are the assessment tasks associated with this module?  
(Very clear, Clear, Not very clear, Not at all clear)
6. How easy is it to access support and guidance for this module when you need it?  
(Very easy, Easy, Not very easy, Not at all easy)
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?  
(To a large extent, To some extent, To a small extent, Not at all)
8. Overall, how satisfied are you with the quality of this module?  
(Very satisfied, Fairly satisfied, Not very satisfied, Not at all satisfied)

#### Free text questions:

9. Please comment on the most interesting aspect of this module.
10. Please comment on how this module could be improved.
11. How would you describe the effort you have put into studying this module?

#### Question banks and module-specific/personalised questions

Module leaders are invited to include up to five additional questions a week before the module evaluation survey opens via Question Personalisation in Blue. Guidance for Question Personalisation can be found [here](#). These questions could be taken from the [Question Bank](#) or written by the module leader. Guidance for writing personalised questions can be found [here](#).

## Mid-module evaluation for yearlong modules

The purpose of the mid-module evaluation is to provide staff with interim feedback on how students experience the module. Early feedback should allow time for improvements and adjustments to be made, if needed, before the module delivery is completed. This evaluation is not included in formal quality assurance reporting and is entirely enhancement focused.

There are only four scale questions in the survey:

1. How well is the module taught, whether face-to-face or online?  
(Very well, Well, Not very well, Not at all well)
2. How easy is it to find the information that you need on the module Canvas site?  
(Very easy, Easy, Not very easy, Not at all easy)
3. How easy is it to access support and guidance for this module when you need it?  
(Very easy, Easy, Not very easy, Not at all easy)
4. Overall, how satisfied are you with the quality of this module?  
(Very satisfied, Fairly satisfied, Not very satisfied, Not at all satisfied)

One free text question is included as well: "If you wish, please suggest how this module could be improved."

Results for the mid-module evaluation will be published at the same time as Semester 1 quantitative results (scores).

## Mid Module Review

This is a light-touch, informal approach to gathering mid-semester feedback from students to understand how the students are feeling about their learning, teaching approaches, and module materials and resources. The expectation is that it will facilitate timely action to address areas of student need before they complete the module.

Unlike final module evaluation, mid-module review is not centrally managed or reported. Instead, it is recommended that evaluation is managed locally, and module and programme leaders use this opportunity to choose the approach that works for their student cohort.

There are a variety of options that module leaders/teams may choose to use. These include, but are not limited to:

1. **In-class polls:** Vevox or other in-class voting technology can be generate quick, real-time data on how students are feeling about the module. Responses can be text-based, numeric, or a combination. As data is live, responses can also be used to prompt in-class discussion. Information on how to access Vevox, as well as more guidance on how to use the software can be found [here](#).
2. **Local surveys:** the use of online tools such as 'Microsoft Forms' or distributing paper-based surveys for completion in or outside the class to gather data. Information from Microsoft on how to use Microsoft Forms can be found [here](#).
3. **In-class discussion:** this involves putting aside 15 minutes or so in a timetabled lecture/seminar for students to provide feedback. There are a number of ways to manage this:

- An open discussion facilitated by the module leader, someone else in the team, or a student representative.
- Small group discussions with feedback to the whole group
- The use of post-it notes for individual students to make comments that can provoke further exploration in the larger group.
- Individual written feedback in response to specific questions – for example, ‘What are you enjoying most in this module?’ etc.

Regardless of the mechanism used, please note that mid-module review is not about fault-finding. There is no point in pressing students to identify problems if they are generally happy with the module. Indeed, it can be an opportunity to hear about what is working well for your students. Students should feel comfortable enough to provide the information to inform onward action and be confident that tutors will receive all feedback in the spirit of making the module an excellent learning experience.

Asking for anonymous comments may help students to express views that they might feel uncomfortable stating in public or to an authority figure. However, there can be value to students ‘owning’ their comments to generate authentic debate and a sense of joint endeavour. Module leaders/teams will know their students best and can act accordingly.

#### When should mid-module review be undertaken?

It is suggested that (for modules running across the standard 12-week teaching period) evaluation activity should be undertaken in week 6 or 7. At this point, students should have enough insight into the module to make an informed judgement.

#### Feeding back on feedback

At the end of the process, module leaders/teams should explain to students what they have done in response to feedback provided. This can be explained in a future session, but it is advisable that this should also be made clear on Canvas (via an announcement) for students who are/were absent. Feeding back on students’ feedback is important as it sends a clear signal that the team cares about students’ views. It can also encourage students to engage in further evaluative activity because they will see the value of the process.

Some of the issues raised by students may be easily and quickly addressed and evidence of the actions that are being taken should be made explicit to students. Other issues may not be so easily addressed and may require attention and action over an extended period of time. However, there is anecdotal evidence that if a plan is outlined to students and the reasons for any possible delay(s) are explained, then students will continue to trust the evaluative process.

Use this as an opportunity to encourage more students to share their opinions next time (as well). Let them know that final/summative module evaluation will be taking place closer to the end of the module and their ‘extended’ feedback via written comments will be appreciated.

#### Finally... if it ain’t broke...

Many module leaders/teaching teams already engage in ongoing or mid-module evaluation. There is no expectation that successful activity should be replaced with any of the ideas in this document.

## Redaction process of student comments

It is University Policy to remove offensive or discriminatory comments and names in negative comments. We also aim to remove prefixes and pronouns of staff members mentioned within negative comments to further maximise anonymity. Once comments are redacted by staff in the Teaching and Learning Academy, module leaders receive an anonymised version of the student comments.

Students are encouraged to provide constructive feedback, avoiding unconscious bias and/or offensive comments. The guidelines for students can be found [here](#).

## Accessing the results

Module Leaders, who were registered on SIS/Courseloop at the time of evaluation, can access reports via Canvas (Click on your Profile and then 'Module Evaluation Reports').

There are three different reports available for module leaders.

- **Individual Module Summary Report**  
Available within one working week after the module evaluation survey closes. This report provides an overview of the scores per survey question. No comments are included.
- **Individual Module Summary Report with Personalised Questions:**  
Available within one working week after the module evaluation survey closes. This report also provides an overview of the scores for each survey question, as well as for the added personalised questions. No comments are included.
- **Individual Module Report with Comments:**  
Available within three working weeks after the module evaluation survey closes (due to the redaction process). This is a more detailed report with comments.

## Interpretation of the results

Due to the alignment of the questions to the NSS 2023 approach, the results are not directly comparable with results from previous years that used a 5-point scale (or even a 6-point scale in 2019 and earlier). This is why the %Satisfied score, which is the total percentage of students who positively rate the question (e.g., 'Well' or 'Very well'), is one of the most important measures, as it remains most stable over the years despite the varying scales used.

To provide additional insight into the data, both the mean and the median are reported. The mean value is the average of all values and is generally affected by outliers (extreme scores). The median, on the other hand, is more robust against outliers. The latter is used within the Continuous Monitoring and Enhancement (CME) approach for this reason.

A median value can be considered low when  $\leq 2.5$ , whereas a score can be considered high when  $= 4$ . Only responses to the question 'Overall, how satisfied are you with the quality of this module?' are captured in the CME space and the median is flagged based on these threshold indicators. However, you are encouraged in the CME process to reflect on the richness of student feedback using the results for other questions as well.

It is advisable that module teams reflect on the median, the mean, the percentage of students being satisfied (%Satisfied) and the response rate, as well as the qualitative feedback provided in the comments.

### Closing the feedback loop

Students can access summary results of module evaluation for their modules (scale questions only) via Canvas. Thank your students for taking the time to give the feedback. If you continue communicating with the cohort, please make students about any changes that are going to be made based on their module feedback via Canvas, email, or other means of communication.

At the start of the academic year or when module evaluation is launched, please let net cohort of students know if any changes had been made as a results of previous cohort contribution. This information could be included in the module guides for the next cohort of students. This is to emphasise the value of their feedback for the module team and future cohort of students.

### How module feedback is used

Data from module evaluations is collated and anonymised. The outcomes of evaluation are shared with Programme Leaders, Heads of Departments and Faculty PVCs. They are discussed at Boards of Study and used in Continues Monitoring and Enhancement Process to help the University to continually develop and enhance learning and teaching, curricula, and assessment.

### Reference

Zumrawi, A.A., Bates, S. P. & M. Schroeder (2014) What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation: An International Journal on Theory and Practice*, 20:7-8, 557-563, DOI: 10.1080/13803611.2014.997915