

## The University of Glasgow

### Learning and Teaching Funding Schemes: Scholarship of Teaching and Learning (SoTL)

#### Final report for funded project 2022-23

<b>Project Title</b>	Student and staff perceptions of student evaluations
<b>Project Leads</b>	Colette Mair
<b>Funds allocated</b>	£3041.28
<b>Total spend</b>	£3041.28
<b>Summary of project and outcomes and how it aligned with the L&amp;T Strategy</b> [Up to 300 words – table will expand as you type]	
<p>While student evaluations are embedded into higher education, there is debate surrounding the reliability, effectiveness, and bias of such evaluations. Other studies have indicated that feedback from students may not be appropriately taken seriously due to interpretation concerns and a lack of ownership of feedback from both staff and students. This may be attributable to staff less likely to act on their feedback and students being sceptical of the value of providing feedback, which is reflected in the NSS response data surrounding the student voice. There is evidence in the literature to suggest that students want to engage with the evaluation process but suggest that the evaluation process can be re-framed into a staff-student partnership where both staff and students work together to improve learning and teaching in a more collaborative way.</p> <p>The University of Glasgow currently implements a course evaluation policy with set requirements for collecting student evaluations from all courses through a questionnaire with set core questions in addition to a Staff-Student Liaison Committee in conjunction with the Student Representative Council. The initial aim of this project was to investigate additional resources that may be used to better engage staff and students with student evaluations.</p> <p>The results of this project illustrate a clear breakdown of the feedback process and although they were not surprising, they do indicate a need for a change in attitude and behaviours towards student evaluations. The results suggest that incorporating an informal and conversational approach to course evaluations can create a more inclusive learning environment for students and staff and exemplify an effective feedback process. A secondary outcome of this project was in relation to working with class representatives. Class representatives indicated that they felt under-supported in their roles and students indicated that they often felt uncomfortable sharing personal details or issues with another student.</p> <p>This project aligns with the L&amp;T strategy through co-creating student-centred learning activities and creating inclusive learning environments.</p>	
<b>Project Aims</b> [What the project set out to achieve]	
<p>The aim of this project was to investigate additional resources that may be used to better engage staff and students with student evaluations in addition to the well-established use of the Evasys system and class representatives. The project will address the following questions.</p> <ol style="list-style-type: none"><li>1. How do staff engage with student evaluations?</li><li>2. How do students engage with student evaluations?</li></ol>	

3. What is the effect of in-class discussions on students' engagement with evaluations?
4. How should student evaluations be disseminated to staff and students?

These key questions addressed staff and student impressions of student evaluations. The relevance lies in determining if the results obtained from the NSS survey with respect to learning community and the student voice reflect the experiences of statistics students during the 22/23 academic session and to determine if staff within the School of Mathematics and Statistics use student evaluations to evaluate their teaching, and if they reflect on their feedback to improve their teaching.

### **Dissemination**

[Details of any publications, internal/external presentations, etc resulting from the project]

#### Conference presentations

- Change Agents' Network Conference 2023, University of Hertfordshire, May 17th, "Course Evaluations as a Feedback Dialogue Tool"
- Association for Learning Development in Higher Education Conference, 9th June 2023, "Nurturing learning development through student feedback"
- Teaching Excellence Academy International Teaching and Learning Conference 2023, 12th July 2023, "Developing feedback literacy minus the assessment"

#### Internal seminar

- Results were presented to staff within the School of Mathematics and Statistics in March 2023.

#### Journal submissions

- "Nurturing learning development through student feedback", to appear in the Conference Proceedings Issue of the Journal of Learning Development in Higher Education.
- "Co-creating feedback dialogue tools through course evaluations" to appear in Journal of Educational Innovation, Partnership and Change special edition *Reimagining partnerships to generate new learning opportunities*

### **Benefits**

[A brief statement of how the project has/will benefit the Subject/School and whether there is potential for wider dissemination]

The results will be shared with staff within the school giving recommendations on how they may better engage students with their courses throughout the 23/24 session. If the advice is taken by staff, then we will follow up on their reflections to assess the effectiveness of the recommendations.

There is potential for wider disseminations including providing more support for class representatives through the SRC. We hope to present these results at future conferences throughout the 23/24 session. For example, we have an abstract accepted to the 11th Australian Conference on Teaching Statistics in December 2023.

### **Links**

[if appropriate]

### **Any other notes of interest to bring to the attention of LTC**

I would be happy to share links to published articles once I have them.

