

USING MEQ FEEDBACK TO ENHANCE TEACHING PRACTICE

How has the move to online teaching
influenced enhancement activity in
response to the student voice?



Types of enhancement activity



Table to indicate the percentage frequency trends for some of the module enhancement themes identified in the trimesters before and during Covid-19



Enhancement Activity Theme	19/20T1	19/20T2	20/21T1	Trendline
?	0.0%	4.0%	9.6%	
?	6.5%	6.5%	8.4%	
?	8.3%	7.4%	5.7%	
?	5.6%	5.5%	5.0%	
?	0.0%	4.9%	4.8%	
?	0.0%	1.3%	4.0%	
?	6.8%	4.6%	2.7%	



MEQs at the University of Hull

- An opportunity for students to provide feedback on their module experience
- Every module has a Module Evaluation Questionnaire (MEQ)
- Last three teaching weeks of each trimester
- Eleven statements over four sections
- Indicate agree / disagree and open comments
- Staff receive a report of their results
- Staff produce a written reflection on their feedback, called the 'Student Report' which is sent to students to 'close the feedback loop'

2019/20 trimester one:
Standardised 'closing the feedback loop'

2019/20 trimester two:
Standard MEQ process.
Blended teaching model
from teaching week eight

2020/21 trimester one:
MEQ includes blended teaching and learning section

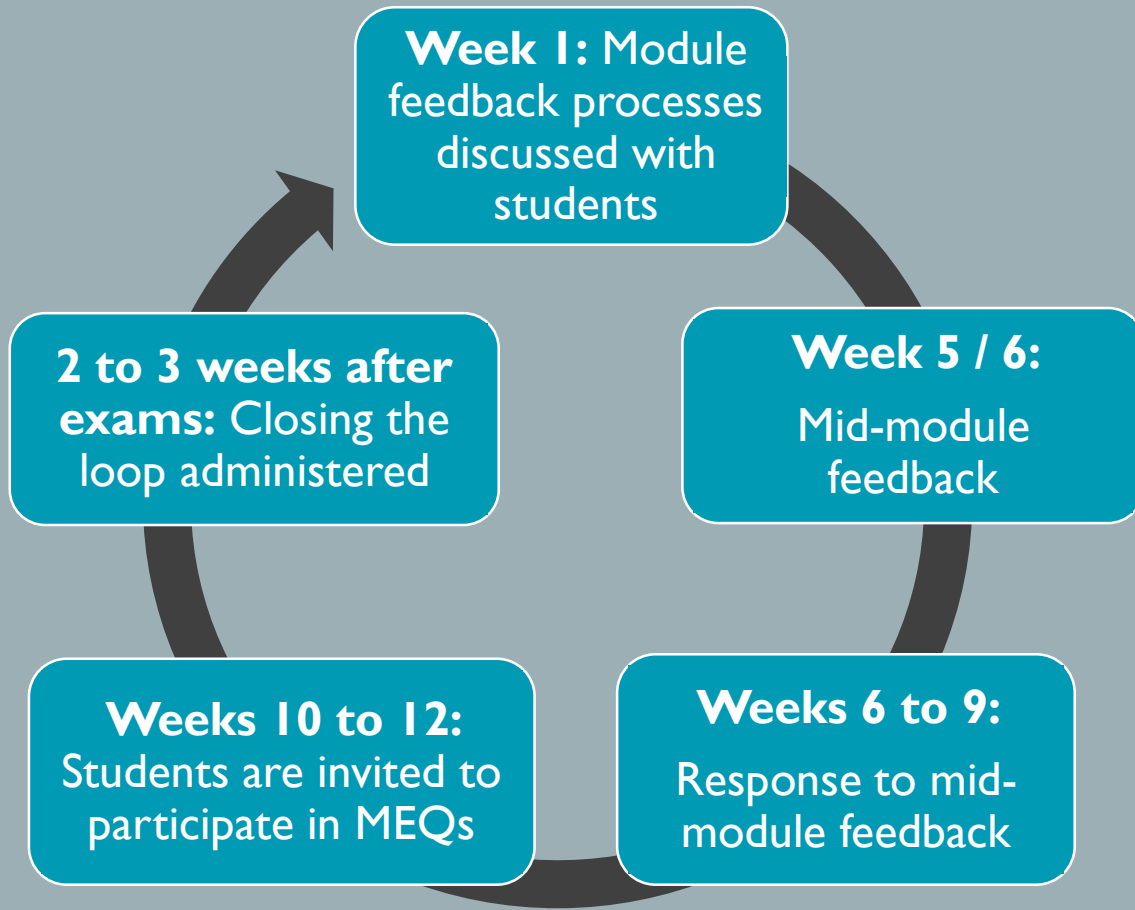


Image: The University of Hull campus





The Module Feedback Cycle



‘Student Report’

Staff response to students on their MEQ feedback

Statistical information about the results

Good practice

Areas of development

Proposed actions





Translating feedback to action



Challenges

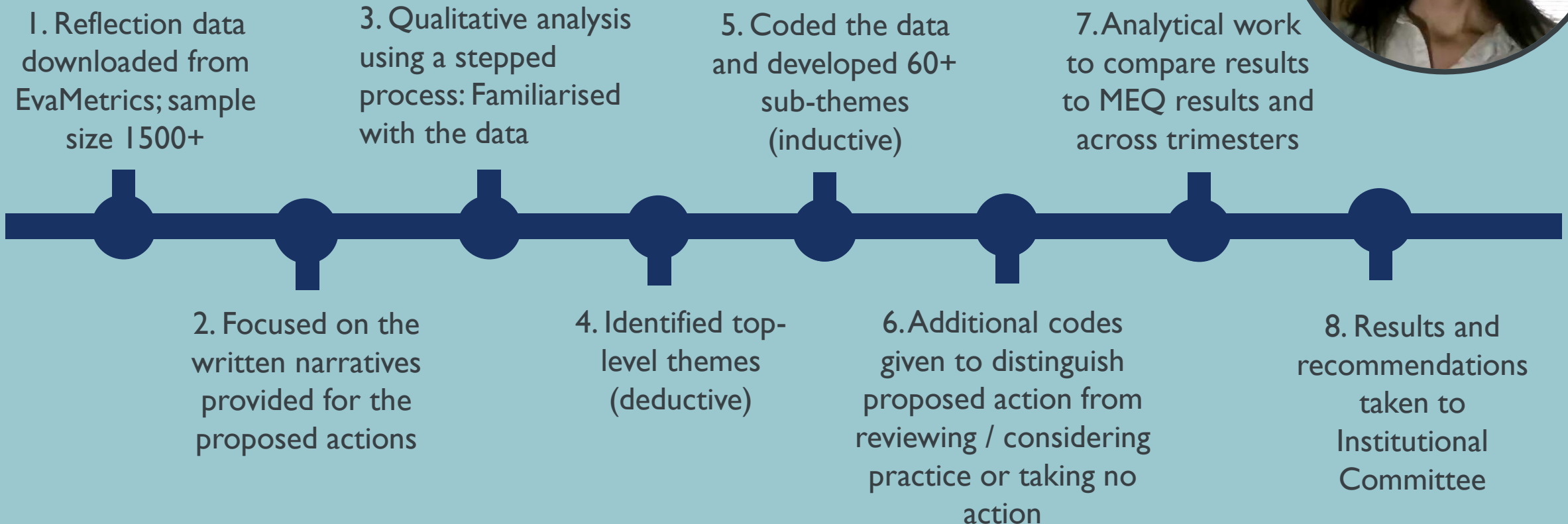
- Complex process (Arthur, 2009)
- Staff emotional reaction (Moore and Kuol, 2005)
- Students' abilities to evaluate their learning experiences (Stein et al., 2012)
- Interpretation of statistical information (Boysen, 2014 and 2017)
- The institutional context (Palermo, 2013)
- Staff judgement (Golding and Adam, 2016)

Our response

- Staff workshops
- Online resources for staff
- Communication opportunities
- Helpful email notifications
- Guidance documents / videos
- Student resources
- How to give good feedback



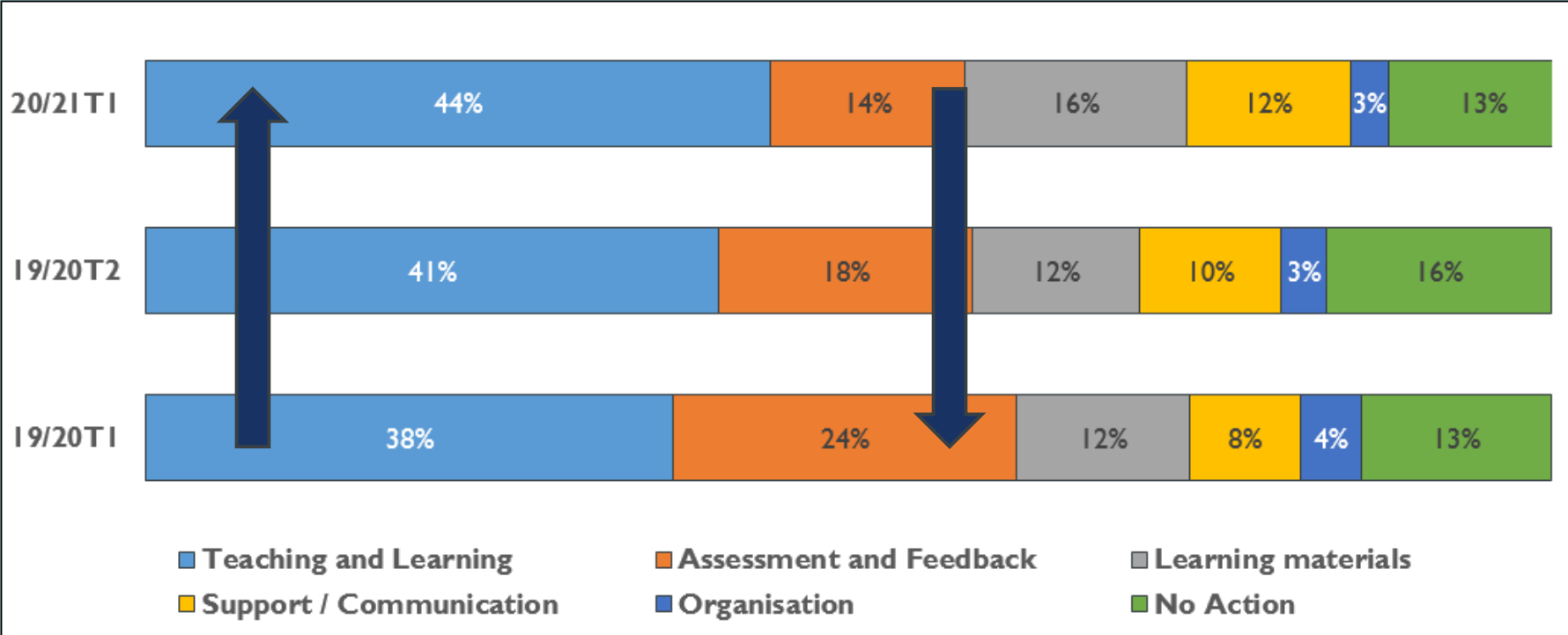
Evaluation Methodology



This qualitative analysis methodology is based on “Thematic Content Analysis” (Green and Thorogood, 2007)



Top-level theme trends



Top level theme	Trendline
Teaching and Learning	
Assessment and Feedback	
Learning materials	
Support / Communication	
Organisation	
No Action	



2019/20 Trimester one

Rank	Enhancement Activity Theme	19/20 T1
1	Assessment criteria - clarity / communication	8.3%
2	Assessment structure	6.8%
3	Diversify / develop group work	6.4%
4	Changes to module content	5.6%
5	Changes to module structure	5.3%
6	Assessment support / guidance	4.2%
7	Teaching method	4.0%
8	Reading materials / type of data	3.7%
9	Practical aspects and / or skills	3.7%
10	Additional sessions / contact	3.5%

Enhancement activity has a particular focus on assessment



Our MEQ contains one question in relation to assessment; relating to the marking criteria

Group work - this was the first trimester our MEQ asked whether there had been opportunities to work with other students



2019/20 Trimester two: Blended teaching model



Difference from 19/20T1	Rank	Enhancement Activity Theme	19/20T2
-	1	Assessment criteria - clarity / communication	7.4%
+1	2	Diversify / develop group work	6.5%
+1	3	Changes to module content	5.5%
New	4	Development of online delivery	4.9%
-3	5	Assessment structure	4.6%
+5	6	Provision of materials / resources	4.0%
+6	7	Feedback methods	3.8%
+2	8	Additional sessions / contact opportunities	3.4%
-2	9	Teaching method	3.4%
-5	10	Changes to module structure	3.4%

2019/20 Trimester two: Blended teaching model



Difference from 19/20T1	Rank	Enhancement Activity Theme	19/20T2
-	1	Assessment criteria - clarity / communication	7.4%
• Again, the top enhancement activity theme • Consistency in students giving feedback on this area • MEQ result for marking criteria slightly improved from 2019/20 trimester one • Slightly reduced emphasis on assessment in the enhancement themes overall			
+1	2	Diversify / develop group work	6.5%
• Student agreement that they had the right opportunities to work with other students decreased by 3%			

2019/20 Trimester two: Blended teaching model



Difference from 19/20T1	Rank	Enhancement Activity Theme	19/20T2
New	4	Development of online delivery	4.9%
- Identified as a new theme in 2019/20 trimester two - Peer feedback, peer communication, interactive content, recorded presentations, quizzes, sharing of student-created content, group work, accessibility of software off-campus, video-conferencing and utilisation of discussion boards 25% of reflections were specific about enhancement activity			

2019/20 Trimester two: Blended teaching model



Difference from 19/20T1	Rank	Enhancement Activity Theme	19/20T2
+5	6	Provision of materials / resources	4.0%
- Materials and resources being available in good time and more provided - Improved communication about when resources were available - Aligns with flipped learning model			
+6	7	Feedback methods	3.8%
- Improving quality of feedback - How it is communicated - Feedback opportunities - Timeliness - When feedback is happening		- Lowest agreement for MEQ result related to feedback - Fewer student comments - Perception of feedback	



2020/21 Trimester one



Rank	Enhancement Activity Theme	20/21 T1	Rank Difference	
			19/20 T1	19/20 T2
1	Provision of materials / resources	9.6%	+11	+5
2	Diversify / develop group work	8.4%	+1	-
3	Assessment criteria - clarity / communication	5.7%	-2	-2
4	Changes to module content	5.0%	-	-1
5	Development of online delivery	4.8%	N/A	-1
6	Additional support to encourage student engagement	4.0%	N/A	N/A
7	Additional sessions / contact opportunities	3.4%	+3	-1
8	Changes to module structure	3.4%	-3	+2
9	Clearer linking together of content	3.3%	N/A	+18
10	Teaching method	3.3%	-3	-1

2020/21 Trimester one



Rank	Enhancement Activity Theme	20/21 T1	Rank Difference	
			19/20 T1	19/20 T2
1	Provision of materials / resources	9.6%	+11	+5
- Nearly one in ten staff reflections proposing enhancement in this area for the next year's delivery - Good agreement results for MEQ questions relating to learning materials and resources - Student comments showed variance in when resources were provided				
2	Diversify / develop group work	8.4%	+1	-
- Difficulties in relation to this occurring effectively with online delivery - Development of technical knowledge and good practice methods for using break-out rooms and managing cohort sizes.				
5	Development of online delivery	4.8%	N/A	-1
- Managing cohort sizes during live sessions - Student interaction				

2020/21 Trimester one



			Rank Difference	
Rank	Enhancement Activity Theme	20/21 T1	19/20 T1	19/20 T2
6	Additional support to encourage student engagement	4.0%	N/A	N/A
• Response to different student contexts and experiences of learning from home • Encourage participation online				
9	Clearer linking together of content	3.3%	N/A	+18
• Delivery of topics more cohesively • Relate content to the assessment • Link content to the end goals				



Summary



Enhancement Activity Progress	19/20T1	19/20T2	20/21T1	Trendline
Provision of materials / resources	0.0%	4.0%	9.6%	
Diversify / develop group work	6.5%	6.5%	8.4%	
Assessment criteria - clarity / communication	8.3%	7.4%	5.7%	
Changes to module content	5.6%	5.5%	5.0%	
Development of online delivery	0.0%	4.9%	4.8%	
Additional support to encourage student engagement	0.0%	1.3%	4.0%	
Assessment / task structure	6.8%	4.6%	2.7%	

Other findings

- Reduction in confidence / relevant feedback to propose enhancement activity in 20/21 trimester one
- Firm proposals for enhancement activity reduced from 65% to 57% between 19/20 trimester one and 20/21 trimester one (-8%)
- Reviewing or considering enhancement activity increased from 10% to 19% (+9%)
- Top themes for review or consideration were development of online delivery, group work and teaching method
- No action being proposed occurred for reasons including feedback being very positive, the module not being run again or that the feedback was insufficient

Ongoing work

- Communication opportunities to convey findings and seek further avenues of development
- Alignment of reflections with student comments
- Feedback from students on effectiveness
- Staff approaches to writing their reflections
- Working with staff to gauge impact
- Evaluating the MEQ process and value of the questions asked



Thank you

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References

Slide	Description	Reference
6: The Module Feedback Cycle	Our basis for the Module Feedback Cycle is informed by the literature on this area	- Harvey, L. 2011. "The Nexus of Feedback and Improvement." In Student Feedback: The Cornerstone to an Effective Quality Assurance System in Higher Education, edited by C. S. Nair and P. Mertova, 3–26. Oxford: Chandos. - Marshall, S., Fry, H. & Ketteridge, S. (2015) A Handbook for Teaching and Learning in Higher Education, 2:9, 123-138, Fourth edition, Routledge. - Shah, M., Nair, C. S. & Richardson, J (2017) Measuring and Enhancing the Student Experience, Chapter 10, Closing the loop: An essential part of student evaluations. Chandos Publishing, Elsevier.
8: Translating feedback to action	Challenges when evaluating the translation of feedback to enhancement activity identified from the literature	- Arthur, L. (2009) From performativity to professionalism: lecturers' responses to student feedback, <i>Teaching in Higher Education</i>, 14:4, 441-454. - Moore, S. & Kuol, N (2005) Students evaluating teachers: exploring the importance of faculty reaction to feedback on teaching, <i>Teaching in Higher Education</i>, 10:1, 57-73. - Stein, S. J., Spiller, D., Terry, S., Harris, T., Deaker, L. and Kennedy, J. 2012. Unlocking the Impact of Tertiary Teachers' Perceptions of Student Evaluations of Teaching. Wellington: Ako Aotearoa. - Boysen, G. A., Kelly, T. J., Raesly, H. N. & Casner, R. W. (2014) The (mis)interpretation of teaching evaluations by college faculty and administrators, <i>Assessment & Evaluation in Higher Education</i>, 39:6, 641-656. - Boysen, G. A. (2017) Statistical knowledge and the over-interpretation of student evaluations of teaching, <i>Assessment & Evaluation in Higher Education</i>, 42:7, 1095-1102. - Palermo, J. (2013) Linking student evaluations to institutional goals: a change story, <i>Assessment & Evaluation in Higher Education</i>, 38:2, 211-223. - Golding, C. & Adam, L. (2016) Evaluate to improve: useful approaches to student evaluation, <i>Assessment & Evaluation in Higher Education</i>, 41:1, 1-14.
9. Evaluation Methodology	Qualitative analysis methodology	Green, J. & Thorogood, N. (2013) Qualitative methods for health research, third edition, Sage.