Using data to enhance the quality of teaching and learning and to improve academic staff development

Siyaphumelela Conference 2016
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OUTLINE

- What is student engagement?
- What is CLASSE?
- How can CLASSE data be used?
- Decision-making process
- Qualitative feedback

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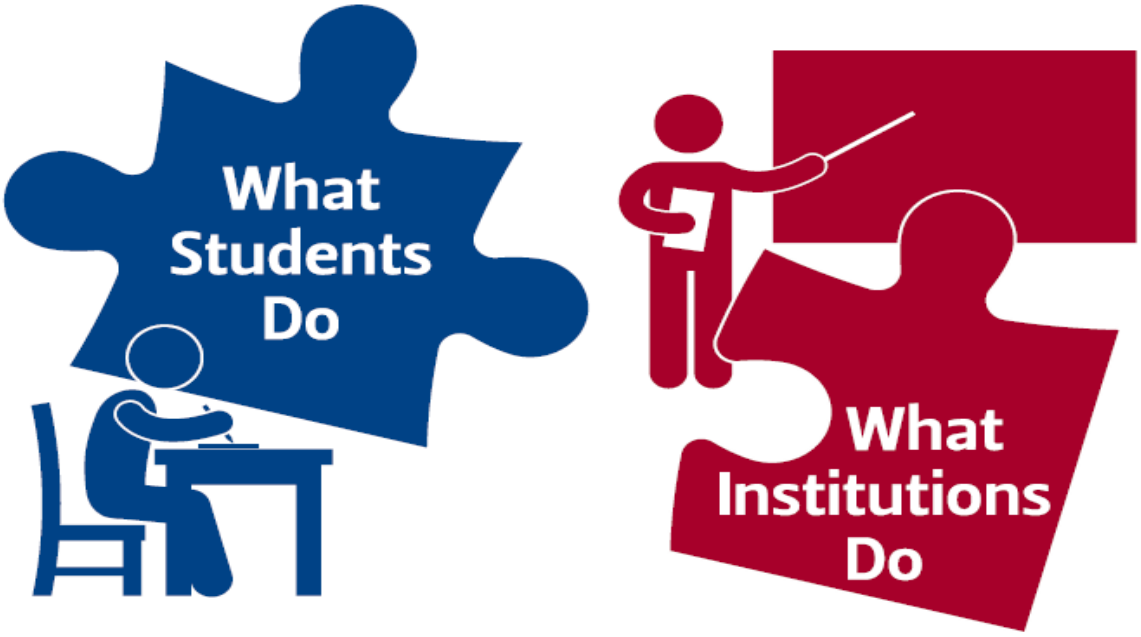
WHAT IS STUDENT ENGAGEMENT?

- Student engagement
  - Provides actionable evidence that matters for:
    - Student learning and performance
    - Undergraduate curricula
    - Creating more equitable conditions that support success for all students



WHAT IS CLASSE?

- The **Classroom Survey of Student Engagement**
- Classroom-level survey that asks students and lecturers about **student engagement within the classroom**.
- CLASSE collects data specific to an **individual module or classroom.**

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WHEN AND HOW SHOULD CLASSE BE ADMINISTERED?

- In modules that can be seen as **high risk**.
- In **undergraduate** classes, with **no specific class size**.
- When **students can form an accurate opinion**.
- Ideally, administered **electronically to both students and lecturers**.

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SURVEY INSTRUMENTS

- Two instruments: **CLASEStudent and CLASELecturer.**

- **CLASEStudent:** students report on the **frequency they engage in certain educational practices** in a specific class.

- **CLASELecturer:** lecturer of that class reports on **how important he/she regards those educational practices** in order for the students to be successful in that class.

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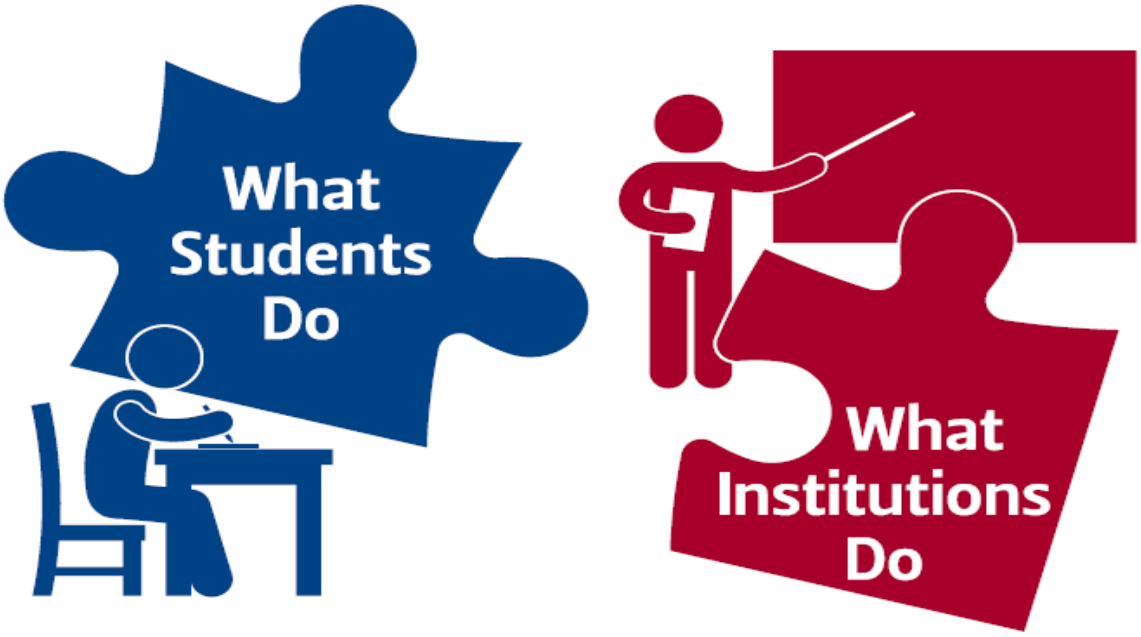
HOW CAN CLASSE DATA BE USED?

- Enhancing the learning of students

- Facilitate more empowering academic staff development conversations



ENHANCING THE LEARNING OF STUDENTS

- Provides data:
  - on how students report they are **learning** and what they are **experiencing**.
  - on students' **use of effective educational practices** at module level.
  - on the **importance of certain activities** on success for the lecturer.
  - create a powerful **diagnosis of the climate** in the classroom.
  - that can be used to **create a conversation** where the lecturer is empowered to **explore the reasons** for why they and their students are not optimally aligned.

- Students have a say in the **quality of their own teaching and learning.**

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FACILITATE STAFF DEVELOPMENT CONVERSATIONS

- **Complimentary** to module evaluations.
- **Diagnostic tool** which provides a snapshot of what is happening in the classroom.
- Data can be used **immediately to help the current cohort** of students.
- **Optimal adaptation of the learning environment** of a single module for the current cohort of students.

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STAFF DEVELOPMENT PROCESS

- Explain **aim and benefits** of CLASSE to students.
- **Administer** CLASSE to students and lecturer(s).
- Through **data-driven conversation**:
  - **Explore CLASSE results**.
  - **Identify key areas** where changes are needed.
- **Consult CLASSE website** to identify student engagement techniques (SET) to adapt and use.
- **Contextualise and implement SET** for the specific module/course.

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EXPLORE CLASSE RESULTS

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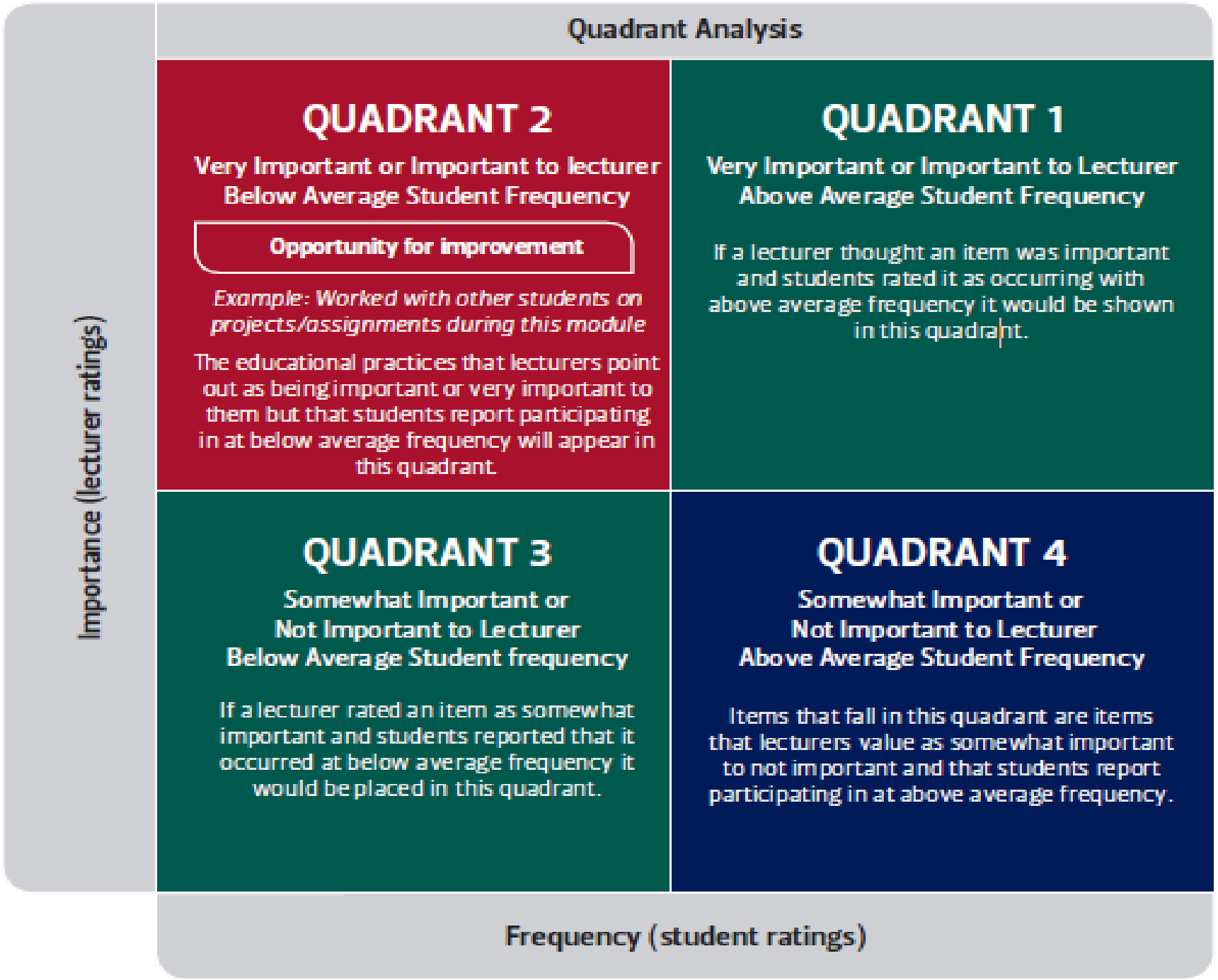

Quadrant Analysis
QUADRANT 2
Very Important or Important to lecturer
Below Average Student Frequency
Opportunity for improvement
Example: Worked with other students on projects/assignments during this module
The educational practices that lecturers point out as being important or very important to them but that students report participating in at below average frequency will appear in this quadrant.
QUADRANT 1
Very Important or Important to Lecturer
Above Average Student Frequency
If a lecturer thought an item was important and students rated it as occurring with above average frequency it would be shown in this quadrant.
QUADRANT 3
Somewhat Important or
Not Important to Lecturer
Below Average Student frequency
If a lecturer rated an item as somewhat important and students reported that it occurred at below average frequency it would be placed in this quadrant.
QUADRANT 4
Somewhat Important or
Not Important to Lecturer
Above Average Student Frequency
Items that fall in this quadrant are items that lecturers value as somewhat important to not important and that students report participating in at above average frequency.
Importance (lecturer ratings)
Frequency (student ratings)

Module XYZ
QUADRANT ANALYSIS

Importance (Lecturer Ratings)

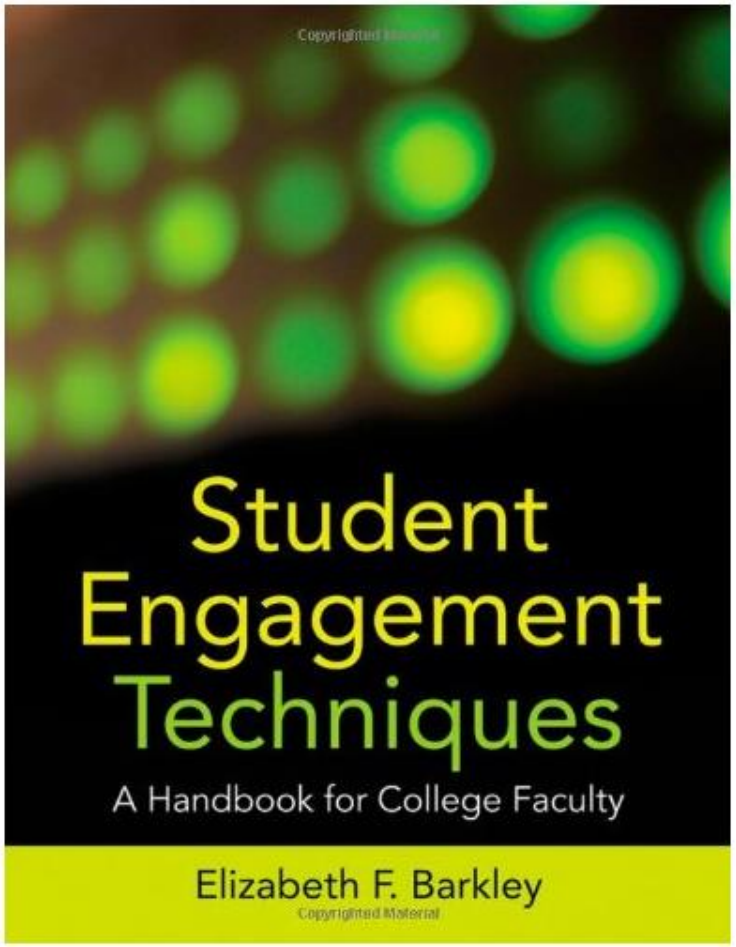
Very Important or Important for lecturers ($\bar{x}$>2.5) Below Average Student Frequency ($\bar{x}$<2.5)	Very Important or Important for lecturers ($\bar{x}$>2.5) Above Average Student Frequency ($\bar{x}$>2.5)
(6) Include diverse perspectives in making points ($\bar{x}$= 2.27) (7) Come to class prepared ($\bar{x}$= 1.64) (9) Work with classmates on assignments outside of class ($\bar{x}$= 2.32) (16) Made a class presentation ($\bar{x}$= 1.55) (33) Take notes in class ($\bar{x}$= 2.36) (34) Review class notes before class ($\bar{x}$= 2.18) (36) Attend review session ($\bar{x}$= 1.91) (40) Challenging learning content ($\bar{x}$= 2.14)	(2) Ask questions in class ($\bar{x}$= 3.05) (3) Participated in class discussions ($\bar{x}$= 3.59) (4) Prepare 2 or more drafts of a paper/assignments ($\bar{x}$= 2.91) (5) Project required using various sources ($\bar{x}$= 2.95) (21) Received clear and detailed communication of outcomes ($\bar{x}$= 3.14) (22) Received motivating interaction from the lecturer ($\bar{x}$= 3.18) (24) Work required analysing ($\bar{x}$= 2.86) (25) Work required synthesising ($\bar{x}$= 2.91) (27) Work required applying theories and concepts ($\bar{x}$= 2.81) (29) Challenging assessment tasks ($\bar{x}$= 2.62)
Somewhat Important or Not Important for lecturers ($\bar{x}$<2.5) Below Average Student Frequency ($\bar{x}$<2.5)	**Somewhat Important or Not Important for lecturers ($\bar{x}$<2.5) Above Average Student Frequency ($\bar{x}$>2.5)**
(10) Incorporate ideas from different modules ($\bar{x}$= 2.5) (11) Tutored/taught other students ($\bar{x}$= 1.91) (17) Participated in service-learning project ($\bar{x}$= 1.23) (18) Discuss ideas with lecturer outside of class ($\bar{x}$= 2.33) (28) Wrote papers of more than 5 pages in length ($\bar{x}$= 1.05) (42) Participated in experiential learning ($\bar{x}$= 1.68) (43) Participated in service-learning ($\bar{x}$= 1.5) (44) Participated in fieldwork ($\bar{x}$= 1.55) (45) Participated in laboratory work ($\bar{x}$= 1.29) (46) Participated in clinical teaching ($\bar{x}$= 1.36)	(15) Discuss ideas from class with others ($\bar{x}$= 2.82) (23) Work required memorising ($\bar{x}$= 2.95)

Frequency (Student Ratings)

CONSULT CLASSE WEBSITE TO IDENTIFY SET TO ADAPT AND USE.

Barkley, E. F. (2010).

Student Engagement Techniques: A Handbook for College Faculty. **San Francisco: Jossey-Bass.**



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Surveys of student engagement

SASSE

South African Surveys of Student Engagement

General

- Home
- About CLASSE
- Participating Institutions
- CLASSE Findings
- Administering CLASSE
- Data and Results Guides
- Publications
- Workshops

CLASSE

SETS

CLASSE is a pair of survey instruments that provides information on engagement practices in a single module. The two surveys are administered among students (CLASSEStudent) and the lecturer (CLASSELecturer) of a specific module. CLASSEStudent data offers quantitative information on the time and effort students spend on educationally purposeful activities. CLASSELecturer data allows lecturers the opportunity to reflect on how important they consider effective educational practices to be in their module. Therefore CLASSE data can be used to improve teaching and learning practices, with the ultimate goal of improving student success rates.

One of the most important ways in which the data can be used is to identify student behaviours that occur with below average frequency, but that the lecturer considers to be important for academic success.

This site provides some useful techniques that can be used to improve the student experience within your classroom.

Part I

Engagement activities

Part II

Cognitive skills

Part III

Other educational practices

Part IV

Class atmosphere

Part V

Supplementary learning activities

Part VI

Demographics

IMPLEMENT SET

QUALITATIVE FEEDBACK

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EVALUATIONS

- Champs who participated in CLASSE

Question	Response
Will you be able to use the CLASSE results for improvements?	**Definitely YES**
How important do you consider it for lecturers and students to complete the CLASSE survey?	**Very important**
Would you like to administer the CLASSE again in the future in your module?	**Definitely YES**

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EVALUATIONS

How have you, or how will you, make use of your CLASSE data?

- *“I think the **quadrant analysis** will be the best way to go. Having an indication on where I **"miss" my students' expectations** can focus my attempts in a new direction. Trying to find out why students answered in a specific way may help to eliminate the **pitfalls of thinking it's all OK.”***

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EVALUATIONS

- Champs who did not participate in CLASSE

Question	Response(s)
How interested are you in administering the CLASSE in your module?	**Very interested: 6** **Somewhat interested: 1**
How important do you consider it for lecturers and students to complete the CLASSE survey?	**Very important: 3** **Important: 3** **Somewhat important: 1**

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CONCLUSION

- CLASSE National Pilot project 2016.
- Two CLASSE videos to provide information and assistance.

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