

**Webinar**

# **Students Feedback: How to Engage your Students and Increase Response Rate**

**Tuesday, May 24, 2022**

**10 am KSA, 11 am UAE, and 3 pm Singapore**



Presented by:



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GM, MENA & Singapore  
Explorance



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Software Implementation Specialist  
Explorance



# Agenda

- ❖ Explorance Overview
- ❖ Students Engagement
- ❖ Feedback Channels
- ❖ Engaging Faculty
- ❖ Quantitative vs. Qualitative
- ❖ Closing the Feedback Loop
- ❖ Continuous Listening
- ❖ Lifelong Engagement
- ❖ References



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- ❖ **Lifelong Engagement**
- ❖ **References**



## The Place Where Feedback Matters



- ❖ Founded in 2003, operates in 6 regions: Montreal, Chicago, Chennai, Melbourne, Amman and London
- ❖ Leading Student Feedback Journey Analytics provider in Higher Education
- ❖ Serves 750+ organizations in 45 countries
- ❖ Voted the Best Place to Work in Canada
- ❖ Strong Commitment to Accessibility and Equal Access (WCAG AA)
- ❖ Top 26% WW EV Score in CSR compliance and sustainability EcoVardis
- ❖ Partnership with IMS Global - Formative Assessment to Enable Student-Centered Learning under New/ Research Projects
- ❖ Sponsor multiple annual faculty research through the Bluenotes Community



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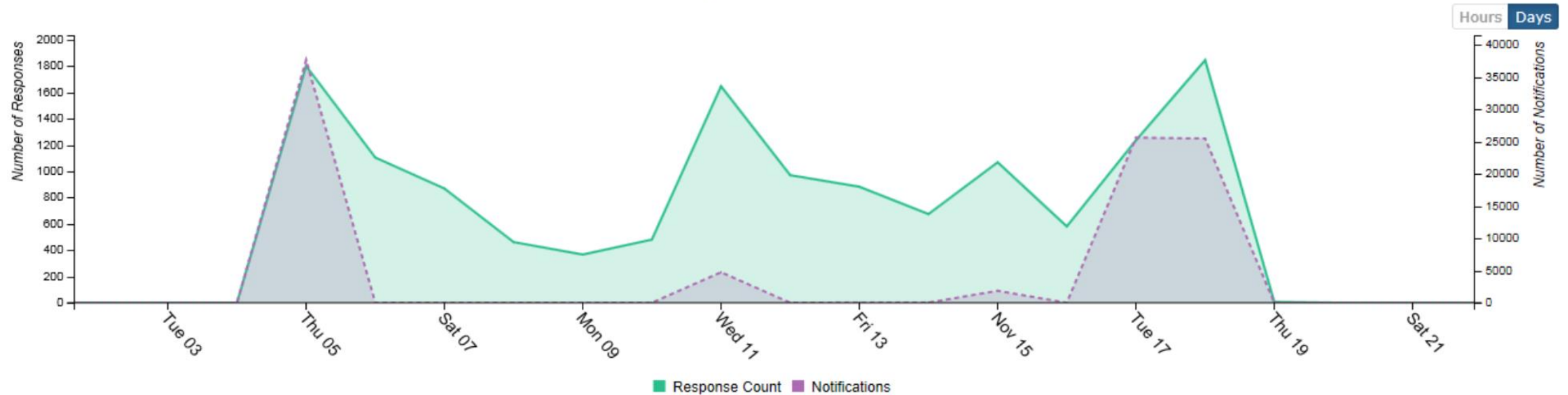
# Engagement through Students Journey Analytics



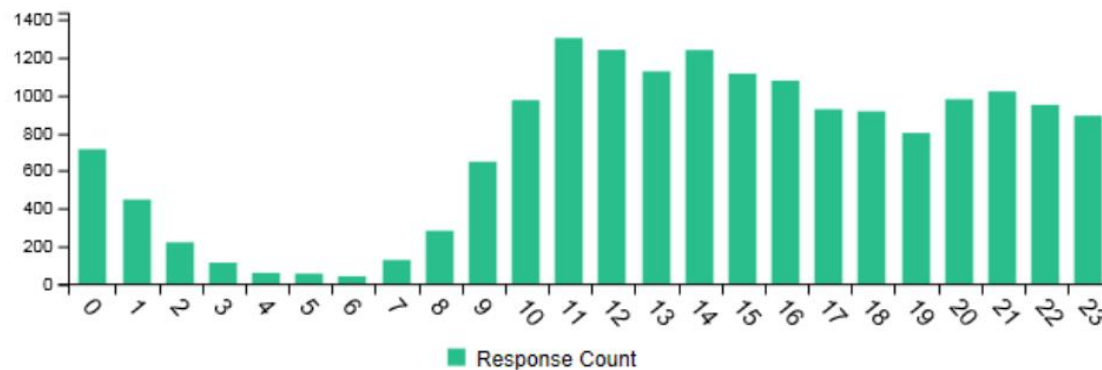
# Response Rates vs. Response Pattern



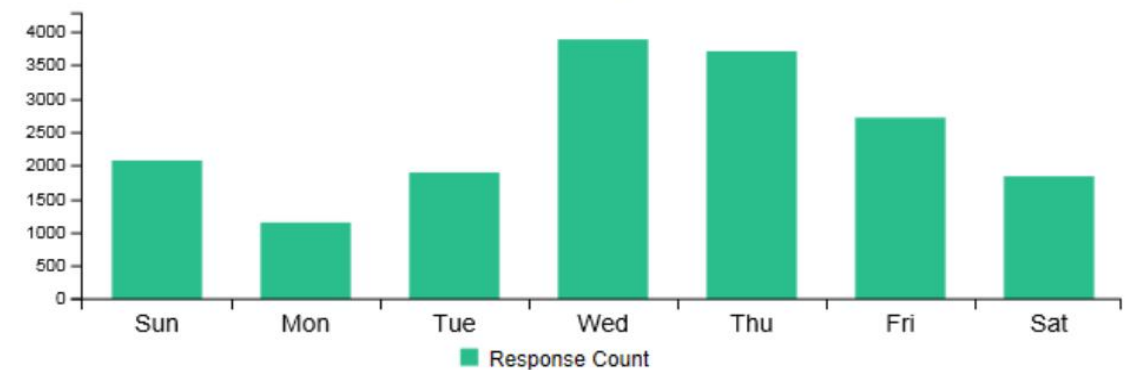
Progression Details



Peak Hours

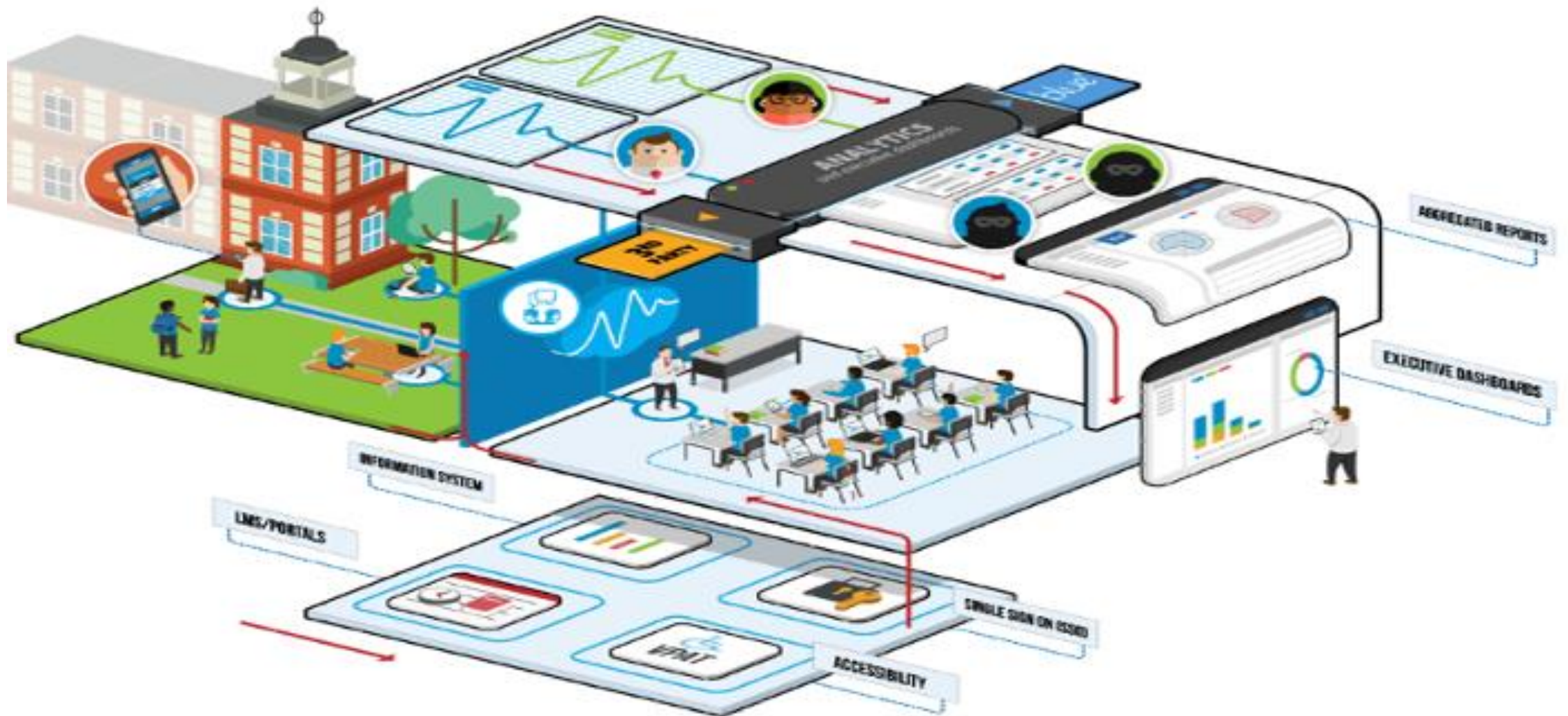


Peak Days





# Summative vs. Formative Feedback





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# Personalized Email Notification and Reminders



## Your Feedback is wanted!

Course Experience Surveys are now open and now is the time to provide your feedback as your student voice is important to the Explorance Experience Team. Your feedback is important to continually improve your learning experience!

**Your feedback is wanted for the following courses:**

COURSE	EVALUATION END DATE
PL1001-C-E: The Political World-C-E	November 30, 2021
PY2106-C-I: Human Development across the Lifespan-C-I	November 25, 2021
PY1102-T-I: Exploring Psychology II-T-I	November 30, 2021
WS1005-T-I: Human Rights & Social Issues-T-I	December 05, 2021
WS2512-C-I: Organisational Practice-C-I	December 01, 2021



# LMS & Mobile Feedback Channels



My Institution Courses Community

Evaluation Center

**explorance.**

Please provide feedback for the following subjects:

<a href="#">PY2106-C-I: Human Development across the Lifespan-C-I</a>	Due Dec 31 2022
<a href="#">WS1005-T-I: Human Rights &amp; Social Issues-T-I</a>	Due Dec 31 2022
<a href="#">WS2512-C-I: Organisational Practice-C-I</a>	Due Dec 31 2022

[Remind me Later](#)

Below is a list of ta

Number of Items 5

	Status
PL1001-C-E: The Pe	Completed
PY1102-T-I: Explorin	Completed
PY2106-C-I: Human	Open
WS1005-T-I: Human Rights & Social Issues-T-I	Open
WS2512-C-I: Organisational Practice-C-I	In progress

[+] Display All Messages (0)

9:00

Search...

Added to my to-do list

**Communication 101** | 1d ago  
From Adelaide Hines.

How satisfied were you with this week's session about effective communication?

Select one choice

Very Satisfied

Satisfied

Neutral

Unsatisfied

Very Unsatisfied

Send

123 5 Ends in 6 days

Feed To-do Subjects Notifications Settings



# Portal & QR Code



● Live

SIM - Course Evaluations

401812 Anthropological Study of Religion

15 Invited  
0 Started  
15 Responded  
0 Opted Out

Ends on: 2021-12-31

100%  
Response Rate

View QR Code

Cancel

Share evaluation

View QR code or copy short link to share this evaluation.

<https://go.blueja.io/RsZ-znopHUy54wD56m7xpg>

View QR Code

Before: 2022-12-31

Launch

● Live

SIM - Course Evaluations

401815 Cultures of Modern Canada

13 Invited  
0 Started  
13 Responded  
0 Opted Out

Ends on: 2021-12-31

100%  
Response Rate



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# Explaining Value of Feedback & Tracking Response Rates

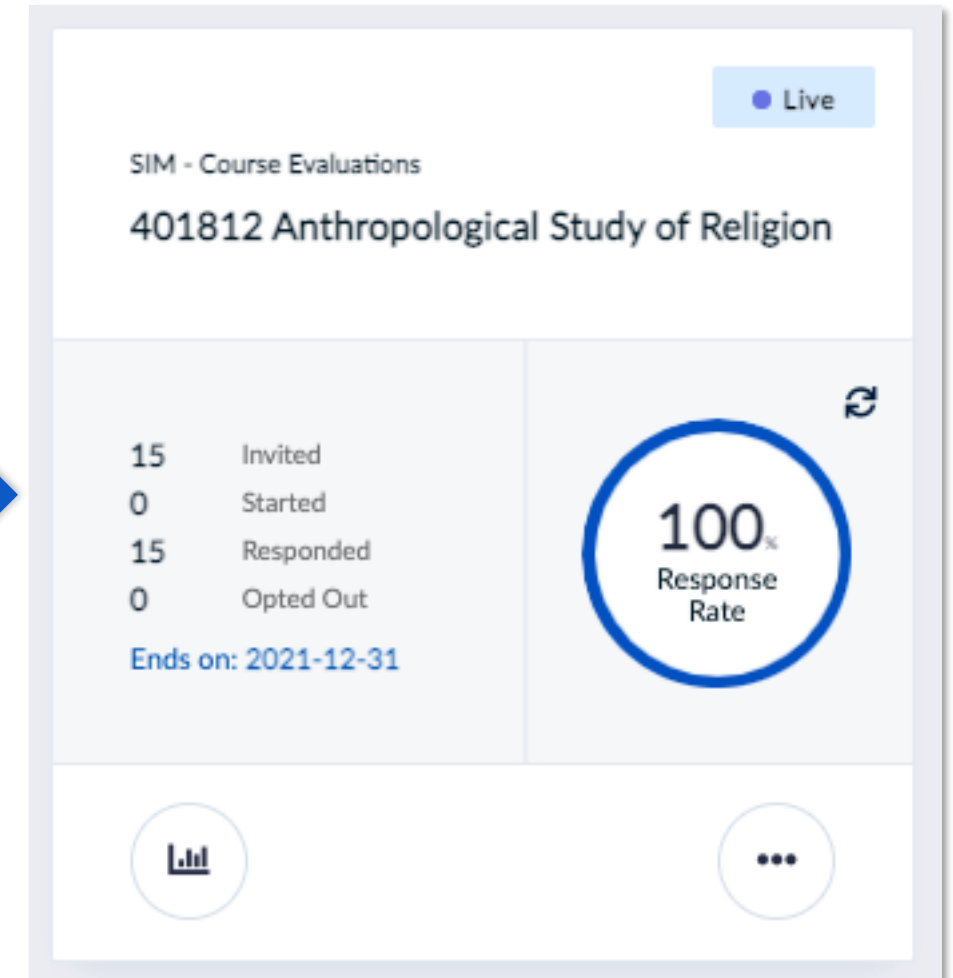
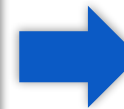


## Manage your upcoming Experience Surveys!

Course Experience Surveys are right around the corner. Please take a brief moment to manage your upcoming surveys. You may have the option(s) of modifying the following:

- Questions Personalization - add your own questions to the survey to receive targeted feedback on the course
- Edit the survey timing
- Ability to opt-in or out of the survey
- Delivery Method

[Manage your evaluations](#)



# Assessing Specific Teaching Methods



## ▼ Core Questions

Min: 0 | Max: 0 ✓

[Go to top](#)

## ^ Question bank. Please select.

Min: 0 | Max: 0 ✓

☒ Selectable

 Show question previews

▼ The course instructor related course concepts to current issues or real-life situations.

☐ Excluded ☐ Include

▼ The course instructor was receptive to different perspectives in class.

☐ Exclude ☒ Included

▼ The course instructor encouraged students to ask questions about the course material.

☐ Excluded ☐ Include



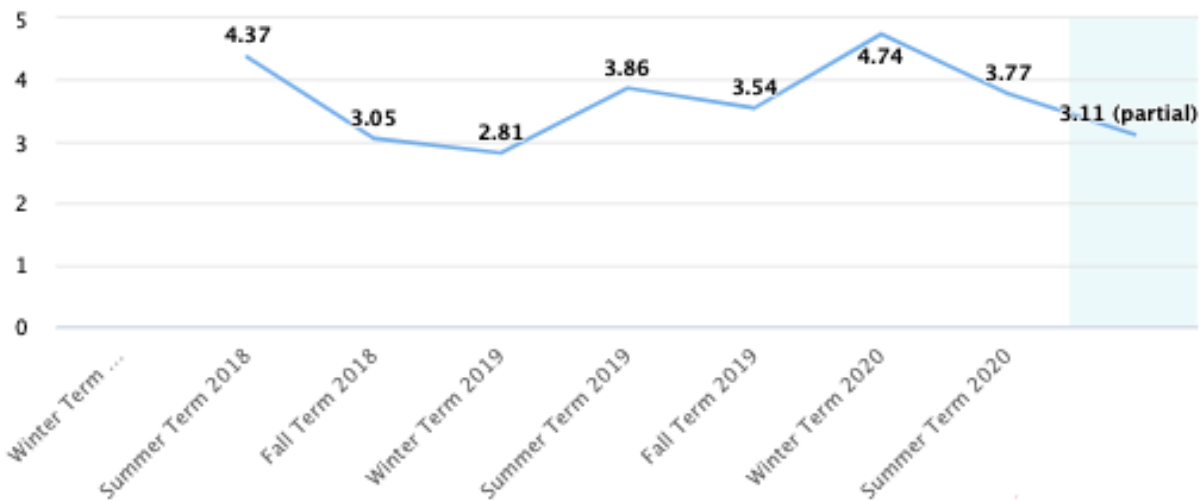
# Sharing Timely Reports



## Classroom Experience i



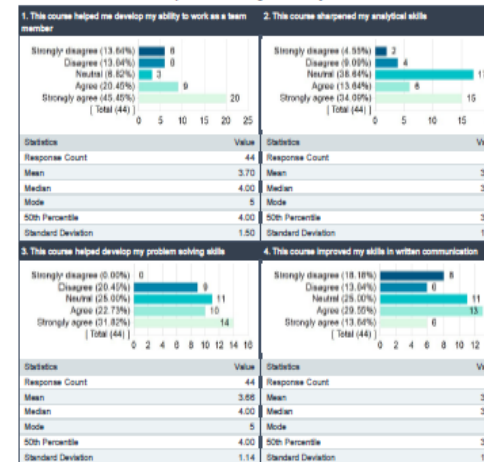
### Questions



### Response Analysis - Course

This section displays frequency analysis for all the course questions, with a variety of statistics.

About the course - PY2107-C-: Experimental Investigation & Analysis of Behaviour-C-4



### Reflective questions:

- What elements of the course are perceived to be lacking?
- What could have negatively influenced the student perception?
- What improvements could be incorporated to the course material?

### Tabulation

for Questions

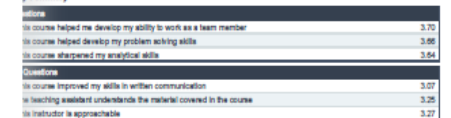
by Student's residency



### Summary

for Questions

by Student's residency





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## Lecturer Effectiveness Survey Example

Q1. The lecturer plans and organises the lesson/subject well.

Q2. The lecturer demonstrates good knowledge of the subject.

Q3. The lecturer stimulates my thinking in this subject.

Q4. The lecturer facilitates my understanding of the subject; e.g. explaining the subject clearly or providing guidance during the learning process.

Q5. The lecturer is enthusiastic and shows interest in promoting student learning.

Q6. The lecturer is encouraging and approachable.

Q7. The lecturer manages the class well; e.g. by explaining clearly what is expected in terms of performance, quality of work, behavior, etc.

Q8. The lecturer provides feedback to students in this subject, where applicable.

Q9. The lecturer encourages students to learn independently; e.g. searching for relevant information beyond what is provided.

**Q10. Overall, the lecturer has been effective in facilitating student learning.**

Q11. Write down something that your lecturer has done especially well.

Q12. Suggest something that might be of benefit to your lecturer in helping you to learn.

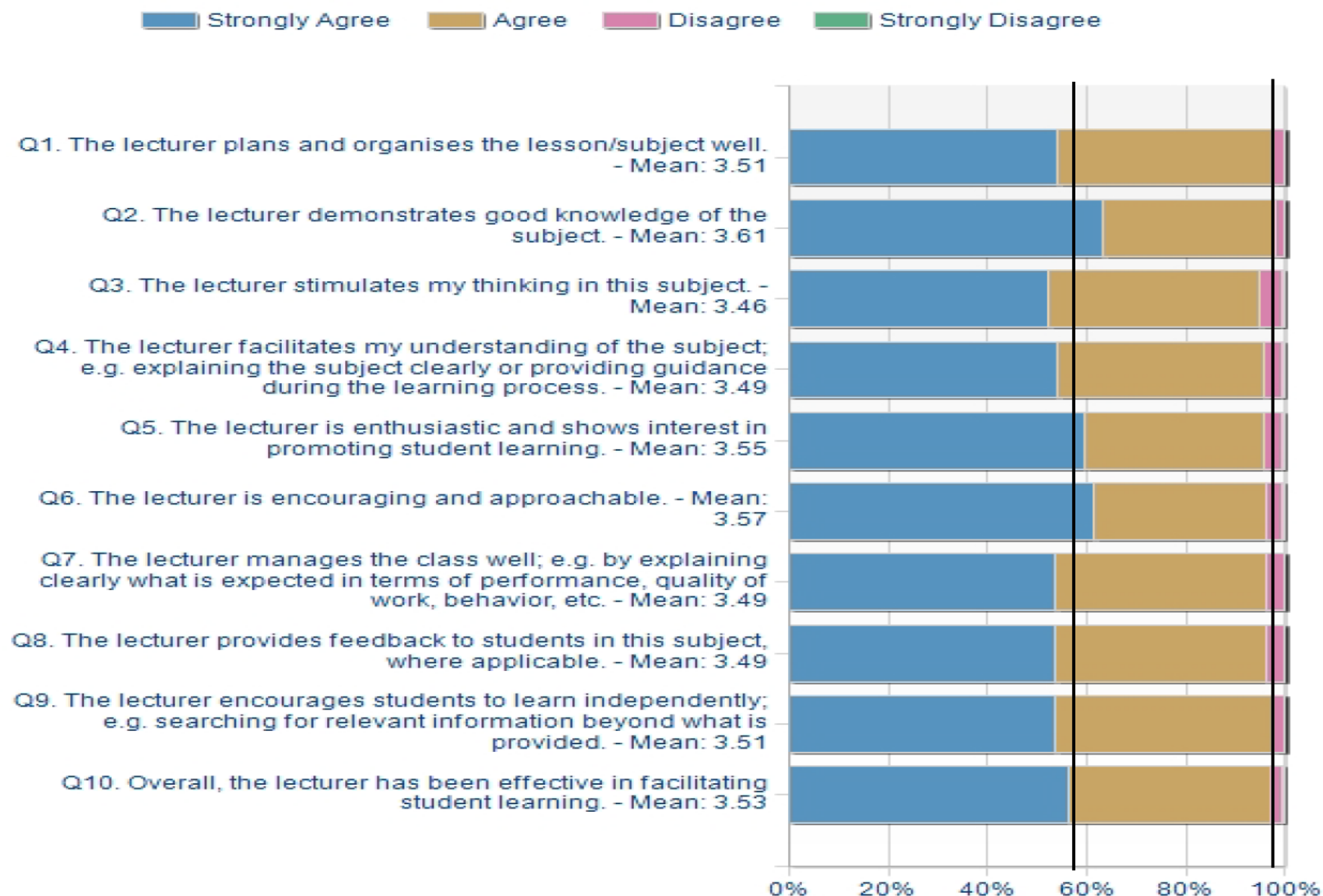
Planning  
&  
Execution

Attitude  
towards  
Students

Class  
Management

# Key Findings: Quantitative Analysis

There is very small variation between the rating of the overall teaching effectiveness (Q10), and the rating of each of the individual performance skills (Q1-Q9).

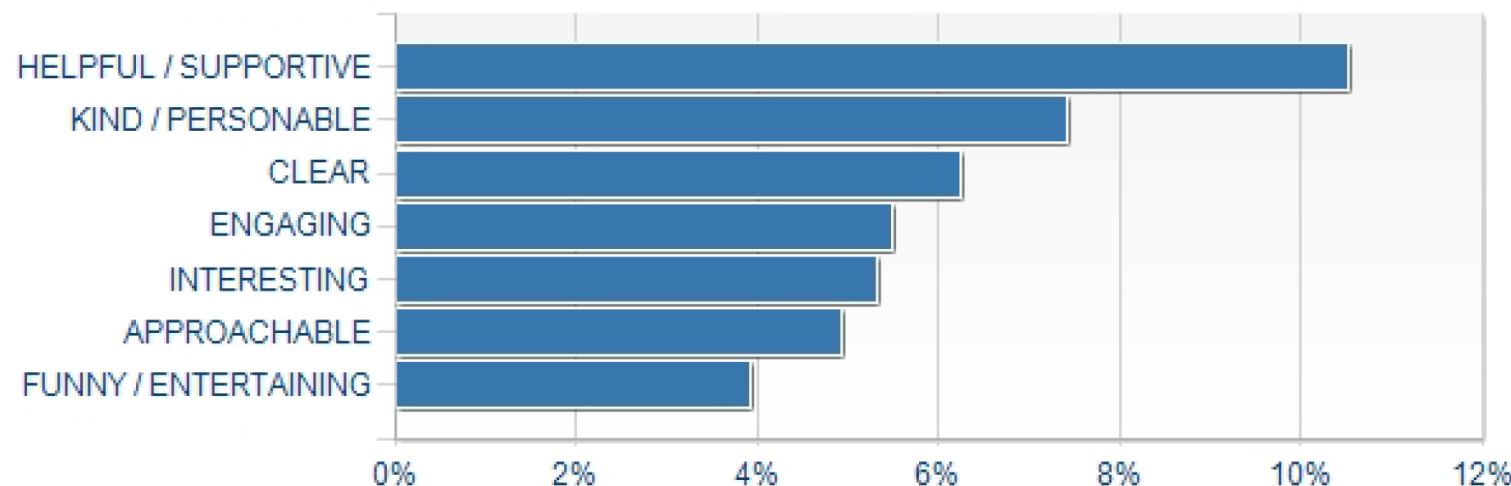




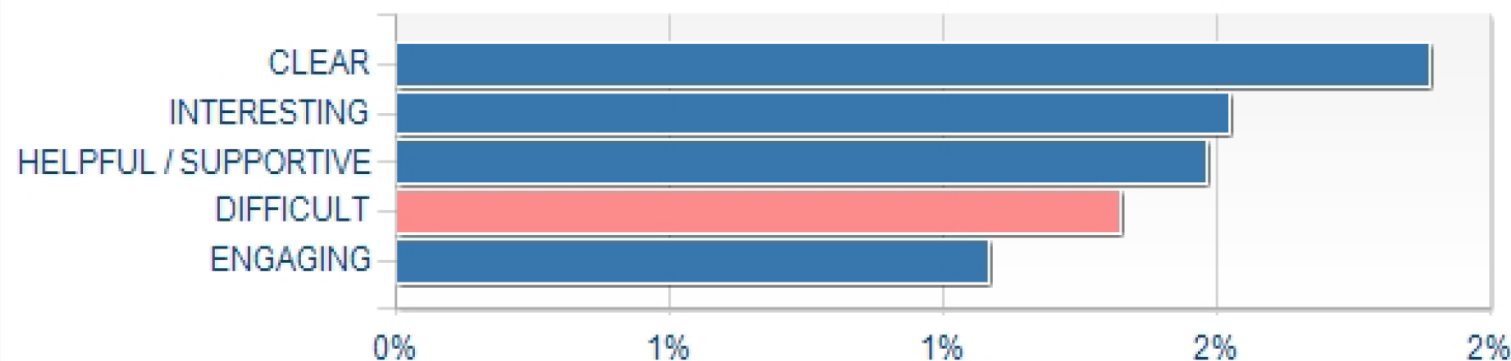
# Key Findings: Qualitative Analysis



**Q11.** Write down something that your lecturer has done especially well.



**Q12.** Suggest something that might be of benefit to your lecturer in helping you to learn.



# Quantitative vs. Qualitative Analysis



- Q1. The lecturer **plans and organises** the lesson/subject well.
- Q2. The lecturer **demonstrates good knowledge** of the subject.
- Q3. The lecturer **stimulates my thinking** in this subject.
- Q4. The lecturer **facilitates** my understanding of the subject; e.g. **explaining the subject clearly** or providing guidance during the learning process.
- Q5. The lecturer is **enthusiastic** and shows interest in promoting student learning.
- Q6. The lecturer is **encouraging** and **approachable**.
- Q7. The lecturer **manages the class well**; e.g. by **explaining clearly** what is expected in terms of performance, quality of work, behavior, etc.
- Q8. The lecturer **provides feedback** to students in this subject, where applicable.
- Q9. The lecturer **encourages** students to learn independently; e.g. searching for relevant information beyond what is provided.
- Q10. Overall, the lecturer has been effective in facilitating student learning.

## Qualitative Attributes

HELPFUL / SUPPORTIVE

KIND / PERSONABLE

CLEAR

ENGAGING

INTERESTING

APPROACHABLE

FUNNY / ENTERTAINING

CLEAR

INTERESTING

HELPFUL / SUPPORTIVE

DIFFICULT

ENGAGING

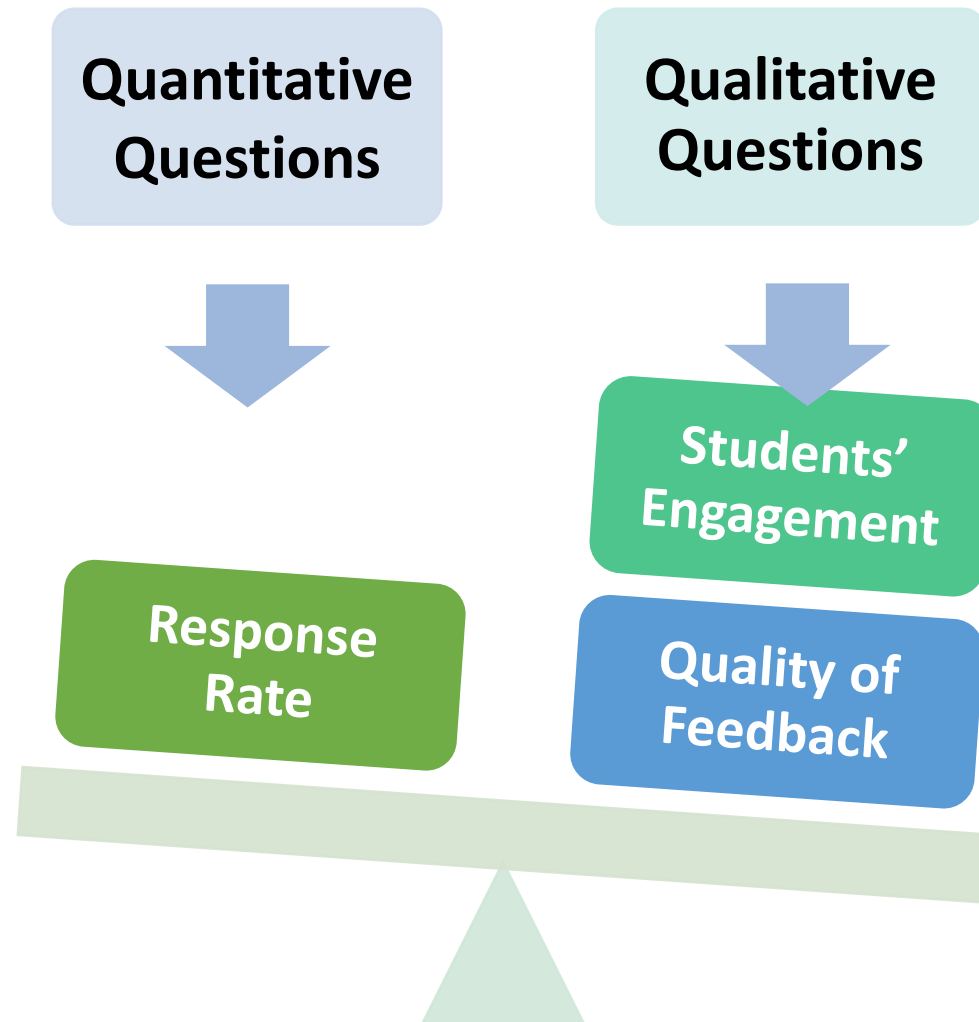


Attribute present in comments



Attribute not present in comments

# Quantitative vs. Qualitative Analysis



# What if we start with open ended questions?

**Q11. Write down something that your lecturer has done especially well.**

**Q12. Suggest something that might be of benefit to your lecturer in helping you to learn.**

**Q1. The lecturer plans and organises the lesson/subject well.**

**Q2. The lecturer demonstrates good knowledge of the subject.**

**Q3. The lecturer stimulates my thinking in this subject.**

**Q4. The lecturer facilitates my understanding of the subject; e.g. explaining the subject clearly or providing guidance during the learning process.**

**Q5. The lecturer is enthusiastic and shows interest in promoting learning.**

**Q6. The lecturer is encouraging and approachable.**

**Q7. The lecturer manages the class well; e.g. by explaining clearly what is expected in terms of performance, quality of work, behavior, etc.**

**Q8. The lecturer provides feedback to students in this subject**

**Q9. The lecturer encourages students to learn independently; e.g. searching for relevant information beyond what is provided.**

**Q10. Overall, the lecturer has been effective in facilitating learning.**





## What is an acceptable response rate?

Institutions can set a certain level to help assess the reliability of the results, taking into account the response rate. Reliability of the results can be estimated based on the *bound of the error of estimation* in "Elementary Survey Sampling" by Richard L. Scheaffer et. al. The bound of the error of estimation with the standard deviation(s) set to the constant 1.1 is called Reliability Assessment Score (RAS), as shown below.

$$RAS = 2\sqrt{\left(\frac{1.1^2}{n}\right) \left(\frac{(N-n)}{N}\right)}$$

$n = \text{responses}$   
 $N = \text{audience}$

- $0 \leq RAS < 0.25$  is considered to have a **good** number of responses
- $0.25 \leq RAS < 0.5$  is considered to have a **sufficient** number of responses
- $0.5 \leq RAS$  is considered to have an **insufficient** number of responses



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# Sharing Results back with Students



## How is my feedback being used to improve the learning experience?

### Course Evaluation Results

The feedback view is a centralized dashboard of result displaying the results in a clear and concise manner. Thank you!

[−] Please select from the following criteria:

Course ID

All

All

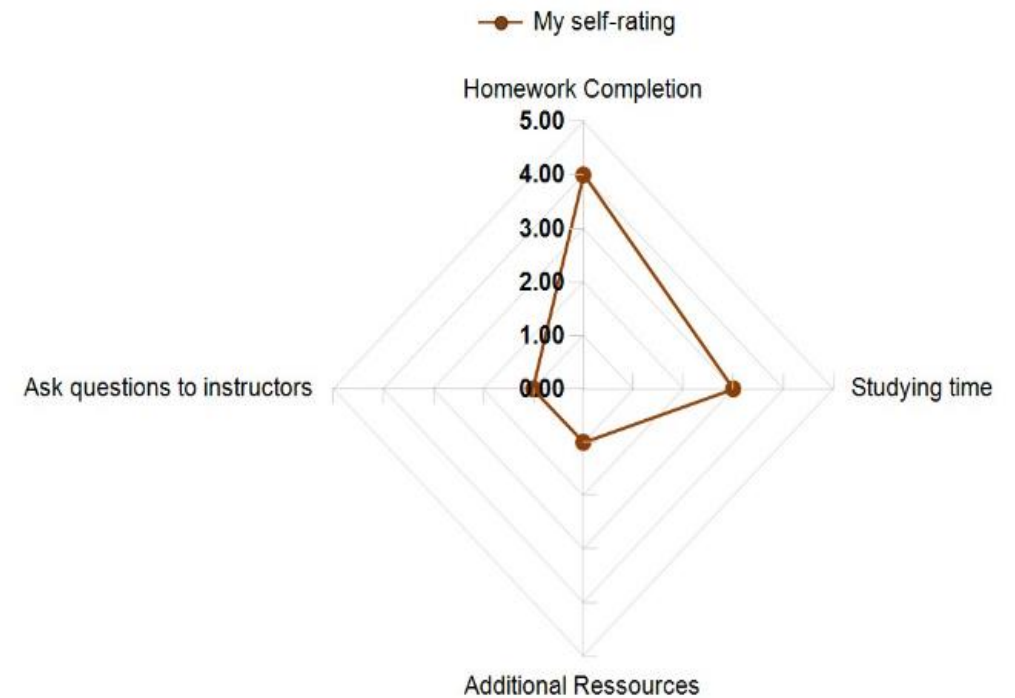
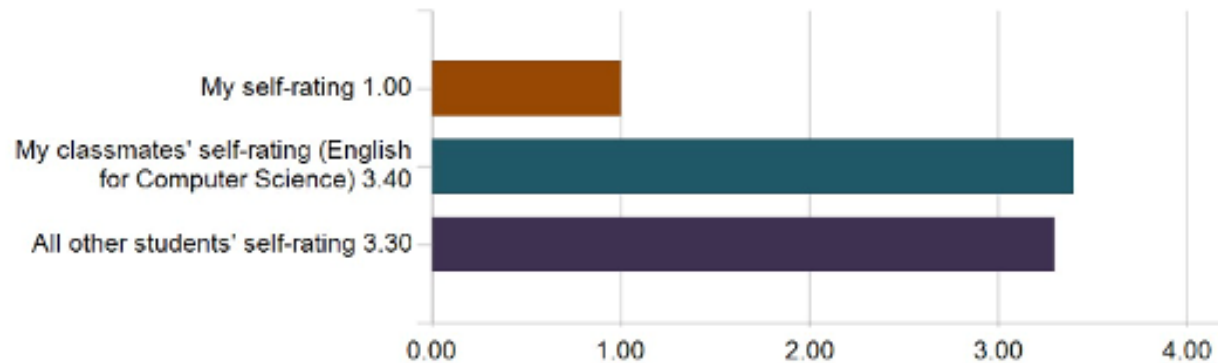
[−] Current Data

<div><div>Search Description</div></div> <div><div>&lt;&lt;</div><div>&lt;</div><div>1</div><div>/14</div><div>&gt;</div><div>&gt;&gt;</div><div>10</div><div>Total Items 131</div></div>						
↑ Course ID	Instructor	Course Level	Department	Course Score	Invited	Response Rate
ABSKDP-101	Samer Saab	Level: 100	Engineering	2	210	<div><div></div></div> 100%
ABSKDP-102	Long Hua	Level: 100	Management	2	224	<div><div></div></div> 97%
ABSKDP-103	David Yen	Level: 100	Management	2	231	<div><div></div></div> 88%
ABSKDP-104	Kai Yin	Level: 100	Science and Technologies	5	252	<div><div></div></div> 94%
ABSKDP-105	Jeff Anderson	Level: 100	Engineering	4	315	<div><div></div></div> 91%
ABSKDP-106	Zelbrey Bedard	Level: 100	Science and Technologies	2	105	<div><div></div></div> 97%
ABSKDP-107	Ephrem Houjeily	Level: 100	Engineering	2	84	<div><div></div></div> 87%
ABSKDP-108	ShihWei Wang	Level: 100	Management	2	210	<div><div></div></div> 80%
ABSKDP-109	Raffi Kalmendjian	Level: 100	Management	5	224	<div><div></div></div> 86%
ABSKDP-110	Gordon Graham	Level: 100	Science and Technologies	4	231	<div><div></div></div> 77%

# Students Self Assessment Report

## Self-evaluation (continued)

3. I read about the topics we learnt in class from additional resources (e.g. other books or the internet)







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# Continuous Listening – Machine Learning



BlueML

[Home](#) [Analysis List](#) [User List](#) [Preferences](#)

FB

## Higher Ed Course Evaluations

[View source](#)



### Overall stats

Topic view:

**SLC** Student Learning Categorization

Comments: **19572**  
Positive **91%** Negative **9%** Neutral **0%** Ambiguous **0%** Recommendations **565**

[View all](#)



### Most popular topics

No filters applied

[View all](#)

Persons

97%  
12051

Persons

Professor/instructor

97%  
11594



### Most positive topics

No filters applied

[View all](#)

Persons

Professor/instructor ▶ Quality

5722  
100%

Persons

Professor/instructor ▶  
Agreeableness

3141  
100%



### What to improve

No filters applied

[View all](#)

Course component

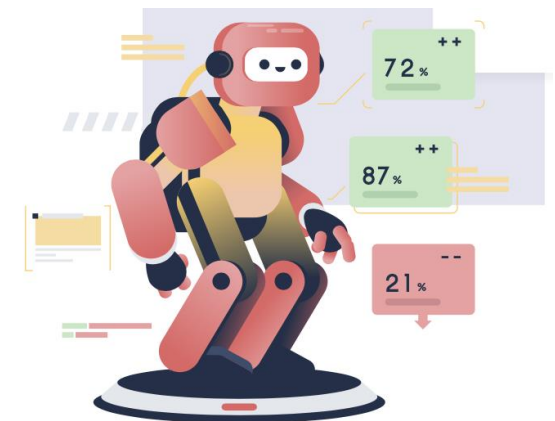
Assessment & evaluation ▶  
Assignment ▶ Clarity

620  
0%

Course component

Assessment & evaluation ▶  
Assignment ▶ Quantity

252  
0%





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# Lifelong Engagement



LEARNER'S  
JOURNEY



ACADEMIC  
LIFE



COMPETENCY  
DEVELOPMENT



LEARNING  
ENABLERS



WORKPLACE





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# References - 1



Institution	Title	Link
UNSW Sydney	Streamlined Surveys at UNSW Sydney Help Increase Response Rates for More Robust Data and Analysis	<a href="#">Case Study</a>
National University of Singapore	Strategies to Enhance Course Evaluation Ecosystem: Lessons Learned at NUS	<a href="#">Case Study</a>
Liverpool John Moores University	VLE Engagement as a Predictor for Module Evaluation Completion	<a href="#">Recording</a>
Holy Spirit University of Kaslik	Maintaining a High Response Rate for Course Evaluation While Assuring the Feedback Reliability	<a href="#">Recording</a>
Durham University	Student Evaluations - Getting Engagement in the Evaluation Process with the Integration of Explorance Blue and Blackboard	<a href="#">Recording</a>
University of Toronto	Engaging all Stakeholders to Change the Response Rate Conversation	<a href="#">Recording</a>
University of Toronto	Engagement: More than Response Rates!	<a href="#">Presentation</a>
Washtenaw Community College	How to Optimize Course Evaluation Response Rates with Strategies, Techniques, and Features	<a href="#">Presentation</a>
University of Sharjah	Implementation of Strategies to Increase Student Response Rate to Web-Based Course Experience Survey	<a href="#">Presentation</a>
Singapore University of Technology and Design	How SUTD Reached a 95%+ Response Rate on their Course and Instructor Evaluations in 6 Months	<a href="#">Presentation</a>

# References - 2



Institution	Title	Link
Wits University	Academics' engagement with Question Personalization: an imperative for response-able evaluations	<a href="#">Presentation</a>
University of Florida	Mining Course Evaluation Text Analytics to Develop Strategies that Increase Teaching Effectiveness	<a href="#">Presentation</a>
Kingston University	Towards Full Automation and Opportunities with Text Analytics and the National Student Survey	<a href="#">Presentation</a>
Temasek Polytechnic	Using Student Comments with the Implementation of Blue Text Analytics	<a href="#">Presentation</a>
University of Louisville	Determining Student Sentiment Using Blue Text Analytics (BTA): Implementation of Grade Pathways	<a href="#">Presentation</a>
Aarhus University	Automated Midterm Evaluations	<a href="#">Presentation</a>
University of Minnesota	Understanding Course Characteristics and Response Rates: A Path to Improving Courses and Use of Course Evaluation Results	<a href="#">Presentation</a>
Australian Catholic University	Enhancing Learner Satisfaction with Challenging Pedagogical Content Through Student Feedback-based Course Redesign	<a href="#">Presentation</a>
Dalhousie University	Factors Influencing Feedback & Engagement Faculty & Student Perspectives	<a href="#">Presentation</a>
Wayne State University	Faculty and Student Engagement: The Key to Improving Response Rates in Online Evaluations	<a href="#">Presentation</a>

# Thank You!

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