Project and Report Set-ups in Blue for Various Approaches to Handling Multi-section and Team-taught Course Evaluations

August 7, 2024

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Agenda

- Team-taught courses

- Multi-section/modular courses

- Solution Design Overview

Team-taught courses

Team-taught courses

- **Key Characteristics of Team-Taught Courses**
  - Single section with multiple instructors
  - Multiple Instructors: Two or more instructors collaborate to deliver the course content, sharing responsibility for teaching the course
- **Different models of team teaching, such as:**
  - Co-teaching: Instructors share the classroom simultaneously
  - Division of Labour: Instructors teach different parts of the course
  - Hybrid Approach: A combination of co-teaching and division of labour

Students — Econ 101 — Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
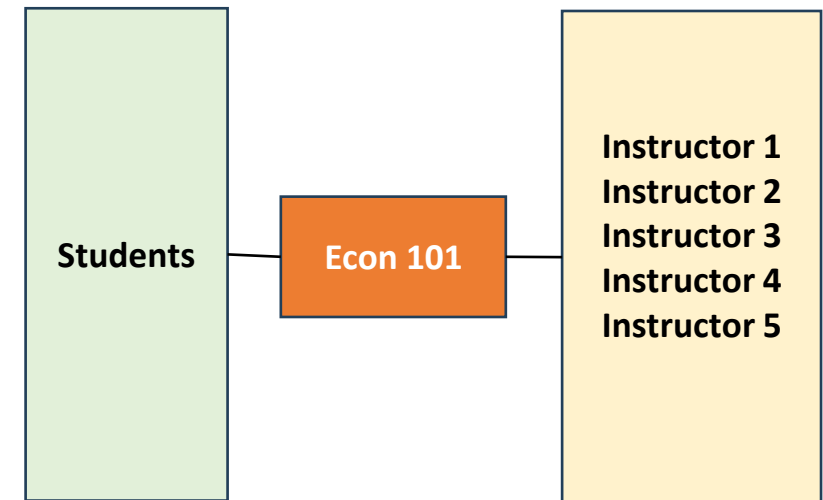
Team-taught: recommended definition

Definition: Primary/Secondary Subject Pairings –
Multiple Secondary
(aka Multiple secondary definition)
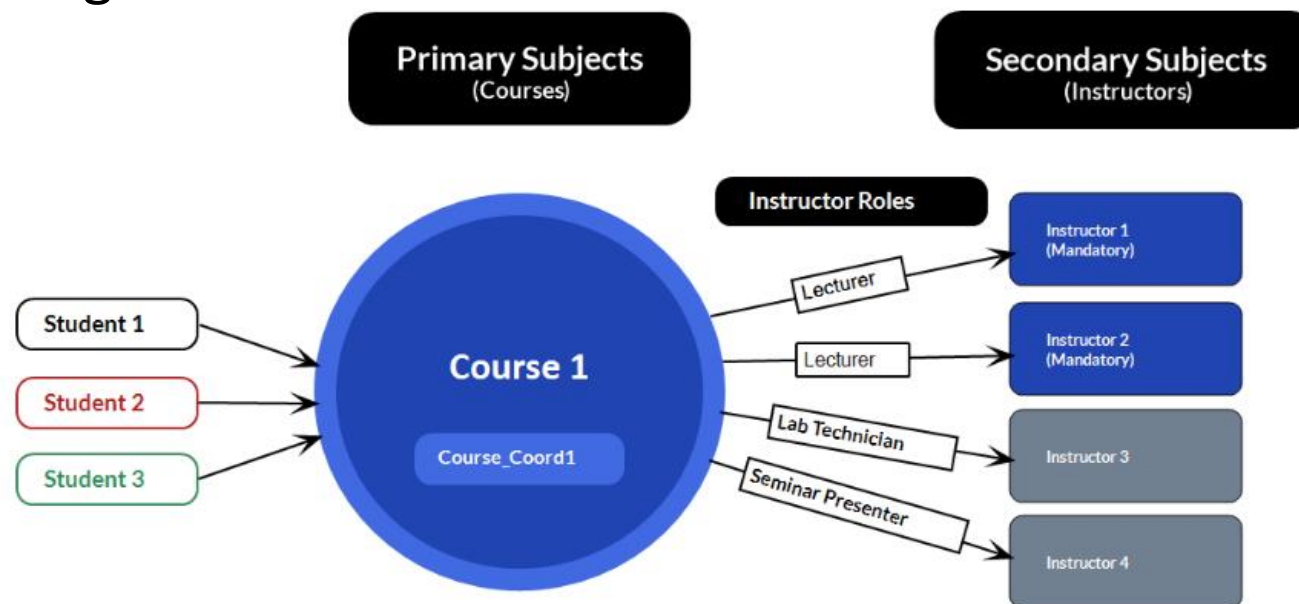
Team-taught: recommended definition cont'd

Why it's recommended:

- Better overall rater experience (rater-centric):
  - Course and Instructors are evaluated on the same form
  - Can allow students to choose which instructor(s) to evaluate, by role

- Flexible questionnaire logic

- Course-centric process

- Supports regular, team-taught, and optional teaching assignment

Team-taught: multiple-secondary

Rater-centric

- "Question for": distinguish between course-based questions vs Instructor-based
  - 1 form consists of 1 set of course questions and a set of instructor questions for each of teachers assigned

- Students can choose which instructor to evaluate using Secondary subject selection
  - Add relational demographics to identify teaching role

Course Evaluation for ECON 101

Course Questions
CQ 1
CQ 2
…

Instructor #1 Questions
IQ 1
IQ 2
…

Instructor #2 Questions
IQ 1
IQ 2
….

Students Fillout

Please select your Teaching Assistant

Preselected Instructor

☑ Mandy Bush   ☑ Annette Fong

Please select Lab
(Select Max 1)

☐ Phil King   ☑ Patrick Marr

Please select TA
(Select Max 2)

☑ Kent Knightley   ☐ Philipe Holly

Team-taught: multiple-secondary

Flexibility with Questionnaire logic

- Trigger conditions based on course, instructor or relational demographics (i.e. teaching role)

- Question Personalization (QP) can be at both course & instructor question level , engaging instructors and course coordinators

Feedback for Lab Assistant Patrick Marr

Questions Evaluating the Lab Assistant Patrick Marr

	Strongly Disagree	Disagree	Neutral
The Lab-Assistant communicates with students and responds to inquiries or comments in a clear and effective manner.	○	○	○
The Lab-Assistant is able to maintain an atmosphere that is conducive to working and learning.	○	○	○

QP Questions for Course Coordinators	Section Details	Course
Section A for Course Coordinators: **Select your course-specific questions from the Question Bank** Expand the following categories to view and select questions that you would like to include in your evaluation. You may select up to a total of 5 questions from this Question Bank .	QP Section Level 1	
Click the **Select** button to ensure		

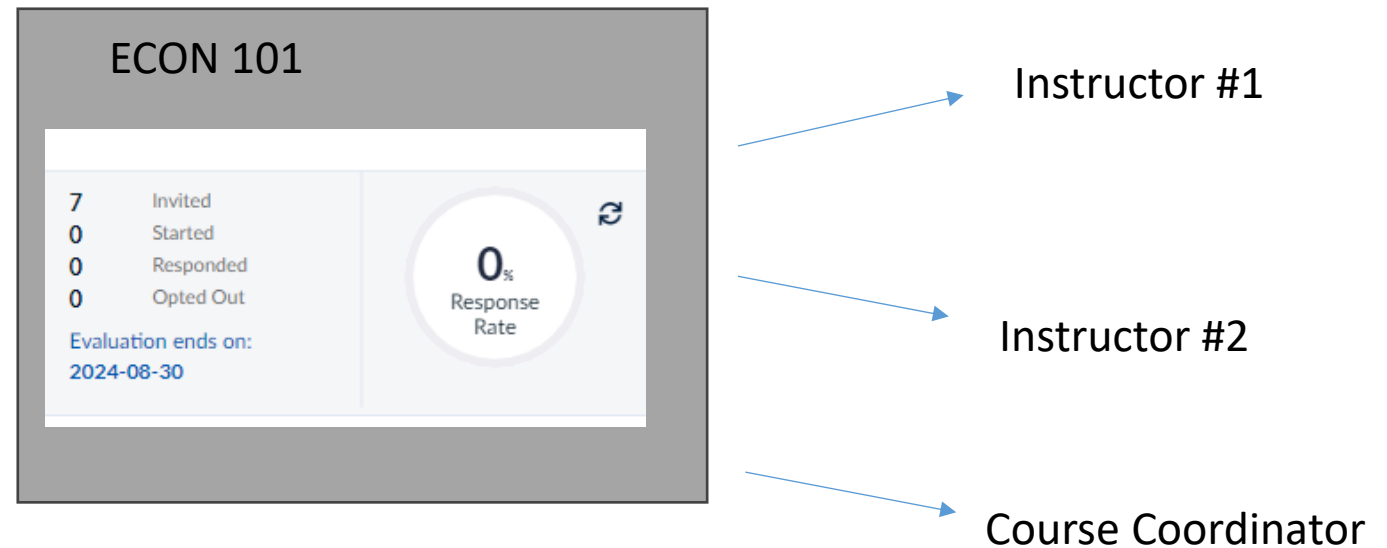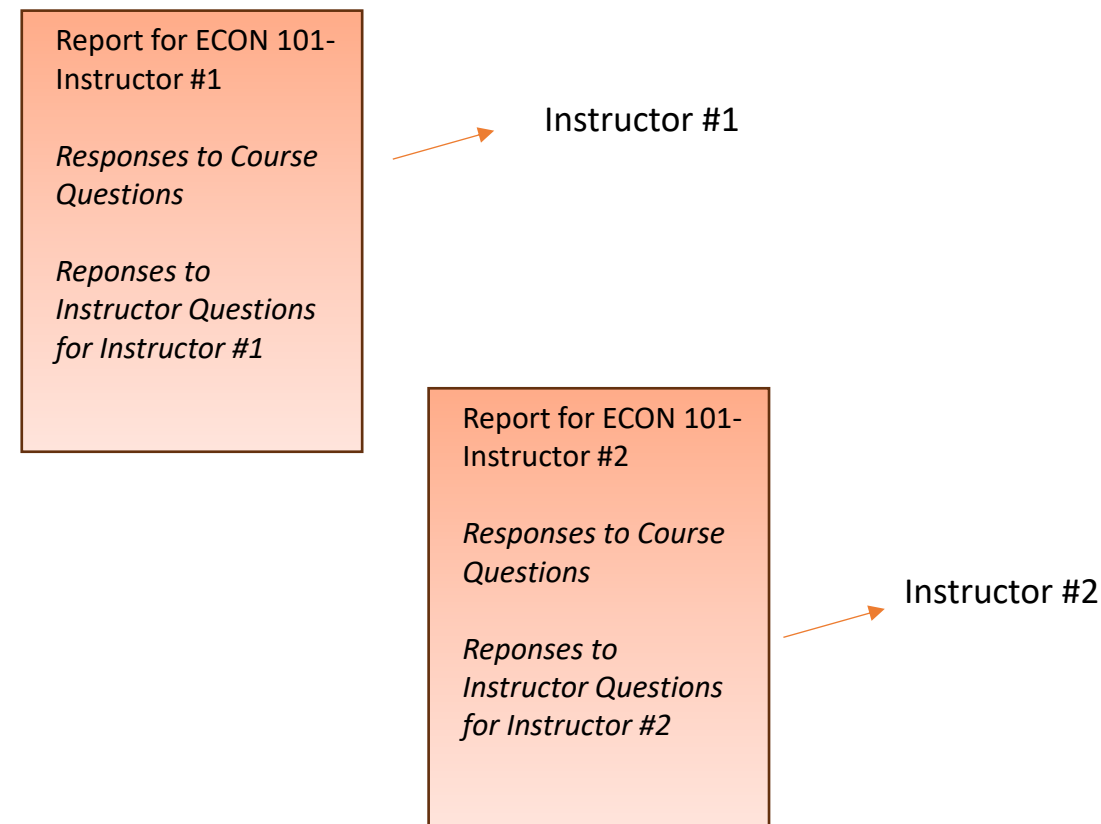| QP Questions for Instructors	Section Details	Course
Course Components	Section B for Instructors: **Select your teaching-specific questions from the Question Bank** Expand the following categories to view and select questions that you would like to include on your Evaluation. You may select or create up to a total of 5 questions from this Question Bank and/or from the Section C below.	
Course lectures improved my understan		QP Section Level 1
Classroom discussions improved my und	Click the **Select** button to ensure your question appears on your Evaluation.	
Course assignments, projects, tests, and		
	Interest in Student Learning Experience	QP Section Level 1
	The course instructor expressed an interest in student understanding when explaining course concepts.	Single Selection (selectable)	Faculty
	The course instructor encouraged students to be actively aware of their learning throughout the course.	Single Selection (selectable)	Faculty
	The course instructor provided opportunity for questions during lectures.	Single Selection (selectable)	Faculty

Team-taught: multiple-secondary

Course-centric

- Subject Management/View: users granted the privilege are managing/monitoring at the course-level and share the privilege

ECON 101

7	Invited
0	Started
0	Responded
0	Opted Out

Evaluation ends on: 2024-08-30

0% Response Rate

Instructor #1

Instructor #2

Course Coordinator

Team-taught: multiple-secondary

Reporting: sharing response data relative to each instructor

- While all questions are contained on one form – the Individual type report broken down by secondary subject ensures each instructor views the course response data and only their own instructor response data
- Can include both course-level and instructor-level response rates

Report for ECON 101-Instructor #1

Responses to Course Questions

Reponses to Instructor Questions for Instructor #1

Instructor #1

Report for ECON 101-Instructor #2

Responses to Course Questions

Reponses to Instructor Questions for Instructor #2

Instructor #2

Team-taught: multiple-secondary

Reporting at the Aggregate level

- Group by Report option allows grouping response data by a common value
- Group by any field found in the datasource for the:
  - Subject (course)
  - Secondary subject (instructor)
  - Rater (student)
  - and any relational demographic

Example: Course Name, Term, Dept, Instructor Uniquename, Rater Program etc.

Report for ECON 101
(Group by Course name)

Responses to Course Questions and both sets of responses for Instructor Questions

Course Coordinator

Report for ECON major program
(Group by Rater program)

All Responses for students enrolled in ECON major

Program Director

Report for ECON
(Group by Course Dept)

All Responses for courses belonging to ECON dept

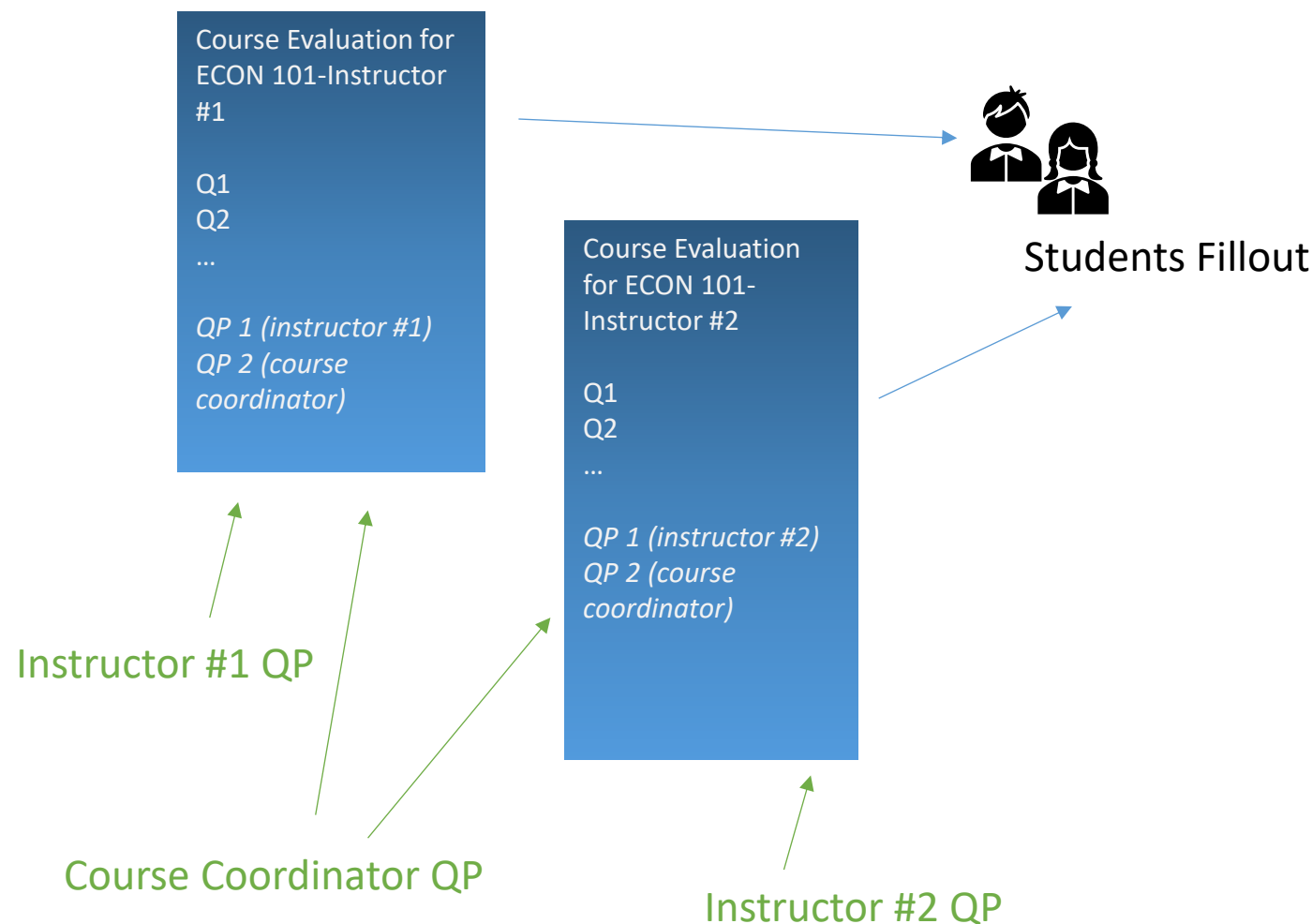Dept Chair

Team-taught: alternative definition

Definition: Primary/Secondary Subject Pairings (aka Pairing definition)

- Also supports the team-taught scenario...differently
- Administratively, similar to Multiple secondary definition – i.e still require relationship between course and instructor
- Useful for specific business need (or policy requirements)
  - Example: Mid-term evaluations – instructor-centric process, decentralized evaluation

Team-taught: pairing

Key differences:

- No "question for": a form will be created for each course-instructor pair

- Trigger conditions based on course or instructor only (no relational demographics)

- QP: users granted the privilege at question-form level and are sharing the privilege

Course Evaluation for ECON 101-Instructor #1

Q1
Q2
…

QP 1 (instructor #1)
QP 2 (course coordinator)

Course Evaluation for ECON 101-Instructor #2

Q1
Q2
…

QP 1 (instructor #2)
QP 2 (course coordinator)

Students Fillout

Instructor #1 QP

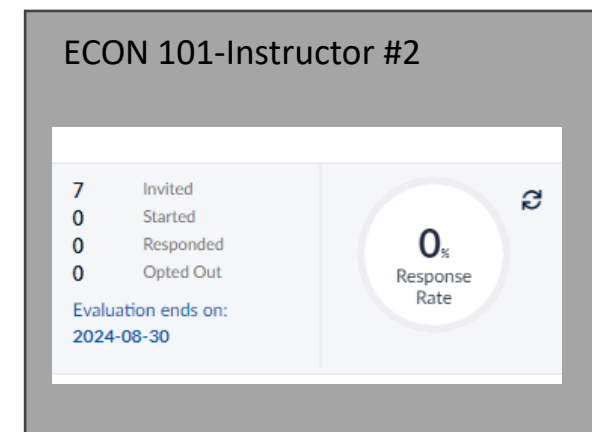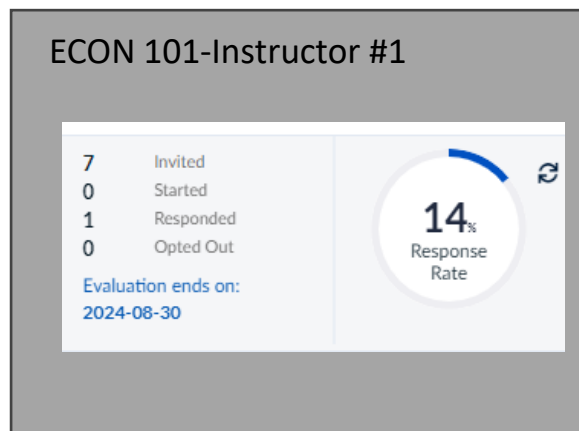Course Coordinator QP

Instructor #2 QP

Team-taught: pairing

Key differences

- Subject Management/View:

Instructors granted this privilege are managing/monitoring their own form

Course coordinators will view as separate forms as well (multiple "tiles" of the same course)

ECON 101-Instructor #1

```
7   Invited
0   Started
1   Responded
0   Opted Out      14%
                   Response
                   Rate
Evaluation ends on:
2024-08-30
```

ECON 101-Instructor #2

```
7   Invited
0   Started
0   Responded
0   Opted Out      0%
                   Response
                   Rate
Evaluation ends on:
2024-08-30
```
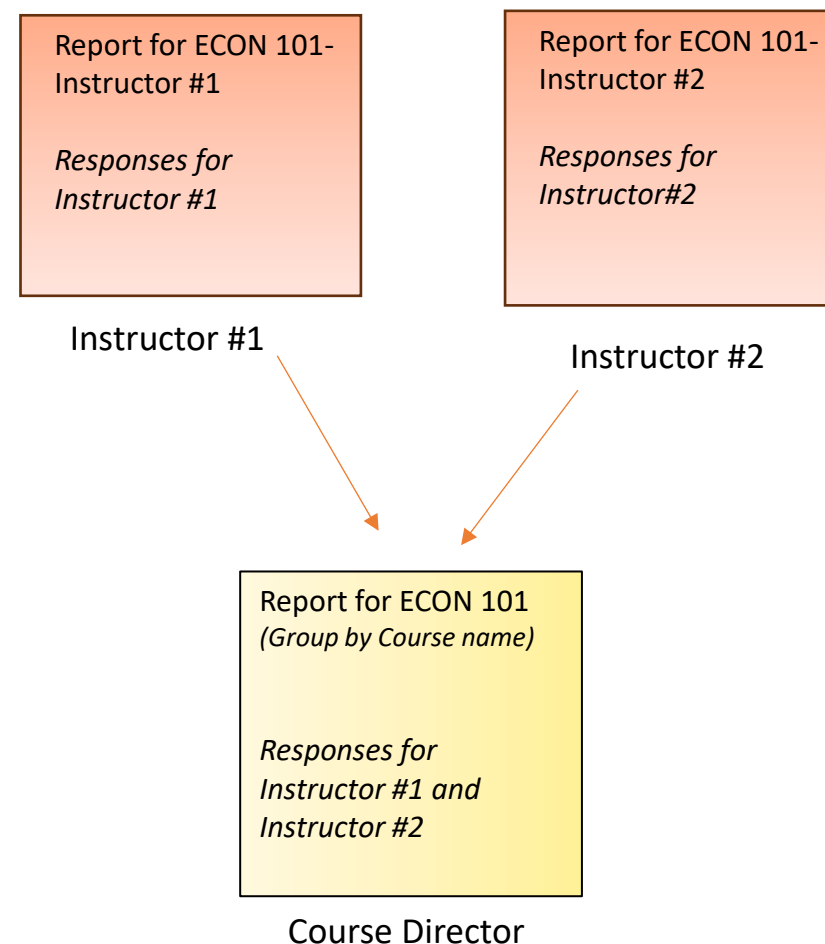
Instructor #1

Instructor #2

Course Coordinator

Team-taught: pairing

Reporting: similar but…

- Still require Individual type report broken down by secondary subject to ensure each instructor views only their response data

- Group by Report options still allows grouping response data by a common value - but will have multiple response data sets for team-taught courses

- Types of group by reports are limited (no relational demographics nor rater specific)

Report for ECON 101-Instructor #1

Responses for Instructor #1

Instructor #1

Report for ECON 101-Instructor #2

Responses for Instructor#2

Instructor #2

Report for ECON 101
(Group by Course name)

Responses for Instructor #1 and Instructor #2

Course Director

Polling Question

Which definition are you using?

- **Multiple secondary**
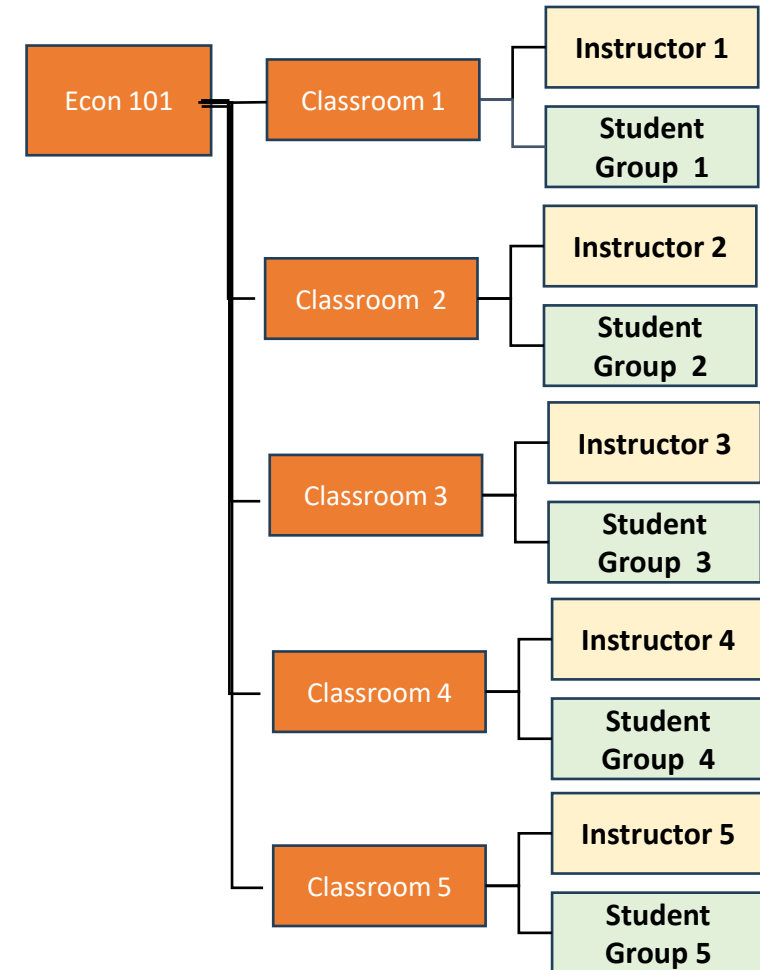- **Pairing**
- **Other**

My Projects
⊘ Editing: **[USE THIS ONE]: Course End of Term Evaluation - Primary and Multiple Secondary Subje**
Summary 2024 - Created 7-24-24

| Info | Questionnaire | **Definition** | Subjects | Members | Triggers | Access | Tasks |

| **General** | Organizational Links | Group | Shared Group | Subject Filter | Secondary Subject Filter |

Definition Title — Course Evaluation - Multiple Secondary Pairing [en]

Description — KB: 2024/07/22
Note: This definition should source the majority of projects in this environment.
For any suggestion, please contact Solutions@Explorance.com [en]

Type
- ○ Subjects
- ○ Primary/Secondary Subject Pairings
- ⦿ Primary/Secondary Subject Pairings - Multiple Secondary (Multiple Secondary Pairings)

Subject Source — Courses ⭐ Course [en] ⭐(Primary Caption) (a

Secondary Source — Staff ⭐ Faculty [en] ⭐(Secondary Caption)

Pairing Source — Course_Teachers (Primary/Secondary)⭐

Multi-section/modular courses

Multi-section/modular courses

- **Key Characteristics :**
  - Different instructors may teach each section/module
  - Coordination is often needed to ensure uniformity in grading, assignments, and exam schedules.
- Multi-section:
  - Separate classrooms : students register to one section
- Modular
  - One subject broken into modules - evaluation taking place at the end of each module. Student registers to the subject

Polling Question

Which definition would you use for this scenario?

- **Multiple secondary**
- **Pairing**
- **Other**

It depends...

As data is driving the process anyways:

- Focus is on the primary subject, not much info on the secondary subject

- Output of using Pairing definition isn't separate courses, but separate forms

➢ So, go with the recommended definition multiple secondary for its flexibility and variety of scenarios that it supports

Pro tip: include a subject code field "ECON 101" to be able to Group by and combine responses for reporting at the course-level

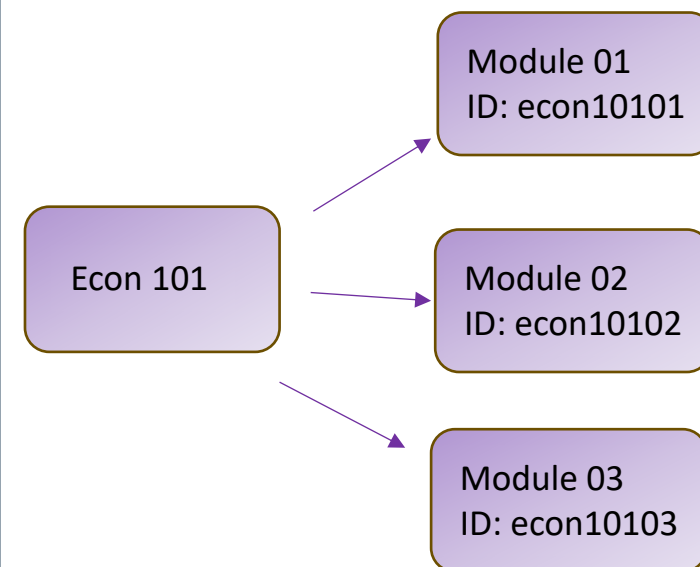Multi-section
typically have unique course IDs from SIS

Econ 101-01
ID: econ10101

Econ 101-02
ID: econ10102

Econ 101-03
ID: econ10103

Modules
scheduling is the main logic so make the Module the primary subject

Econ 101

Module 01
ID: econ10101

Module 02
ID: econ10102

Module 03
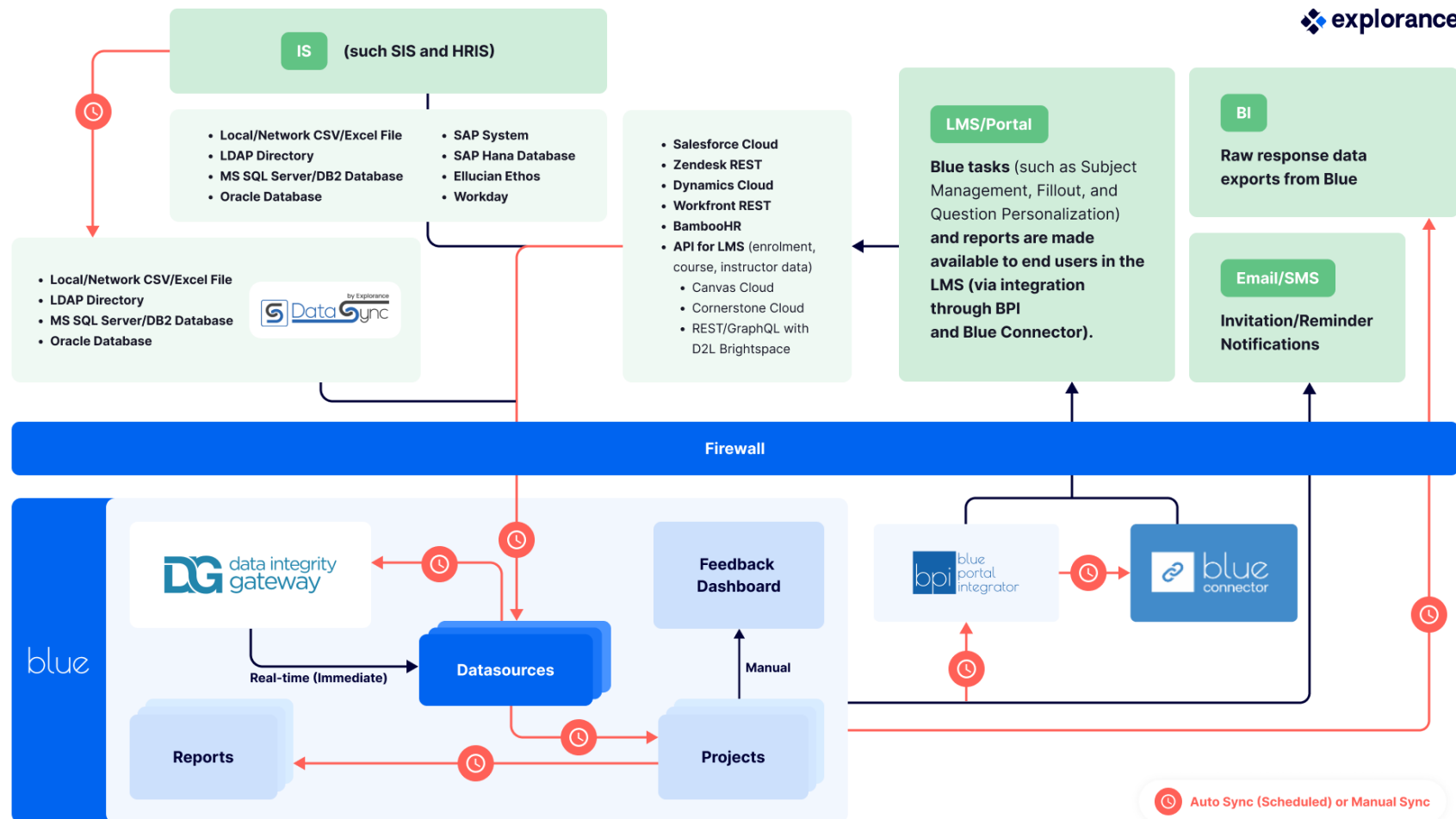ID: econ10103

Solution Design Overview

Blue Ecosystem

- Inputs
  - Who/what to evaluate
  - When?
  - Who should participate?
  - What questions?

- Outputs
  - Why are we collected feedback ?
  - What is the value we getting from the feedback?
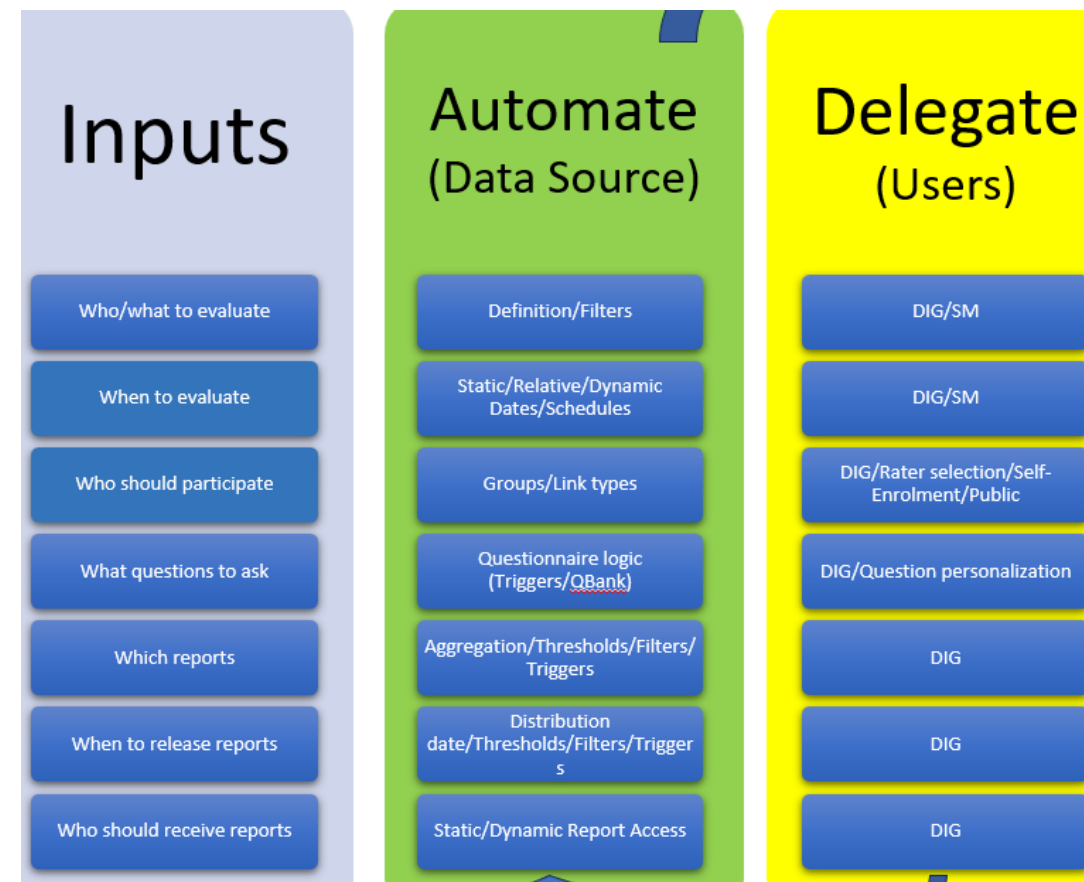
Automate, Delegate or Manage?

Automate: Inputs that can be defined by data:
- Ex.1: Who/what to evaluate: known relationships between subject and secondary subject (and their roles)
- Ex. 2: When to evaluate: scheduling determined by subject date fields

Delegate: Inputs that are not "evaluation-ready":
- Multi-section/Modules: delegate using DIG to "split" course and assign appropriate instructor/students

Manage: Inputs that can't be automated nor delegated

Inputs	Automate (Data Source)	Delegate (Users)
Who/what to evaluate	Definition/Filters	DIG/SM
When to evaluate	Static/Relative/Dynamic Dates/Schedules	DIG/SM
Who should participate	Groups/Link types	DIG/Rater selection/Self-Enrolment/Public
What questions to ask	Questionnaire logic (Triggers/QBank)	DIG/Question personalization
Which reports	Aggregation/Thresholds/Filters/Triggers	DIG
When to release reports	Distribution date/Thresholds/Filters/Triggers	DIG
Who should receive reports	Static/Dynamic Report Access	DIG

Polling Question

How many inputs do you manage:

- **Very few, most are either automated or delegated**
- **Moderate amount**
- **Too many!**

Resources

- [Definition types | Explorance online help](#)

- [Set up groups to be evaluated based on their roles (secondary subject selection filter) | Explorance online help](#)

- [Configure project tasks | Explorance online help](#)

- [Fundamentals of Blue reports | Explorance online help](#)

- [Solutions and best practices | Explorance online help](#)

- [Data Integrity Gateway (DIG) power guide | Explorance online help](#)

Community resources

Webinar and Conference Discussion
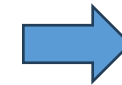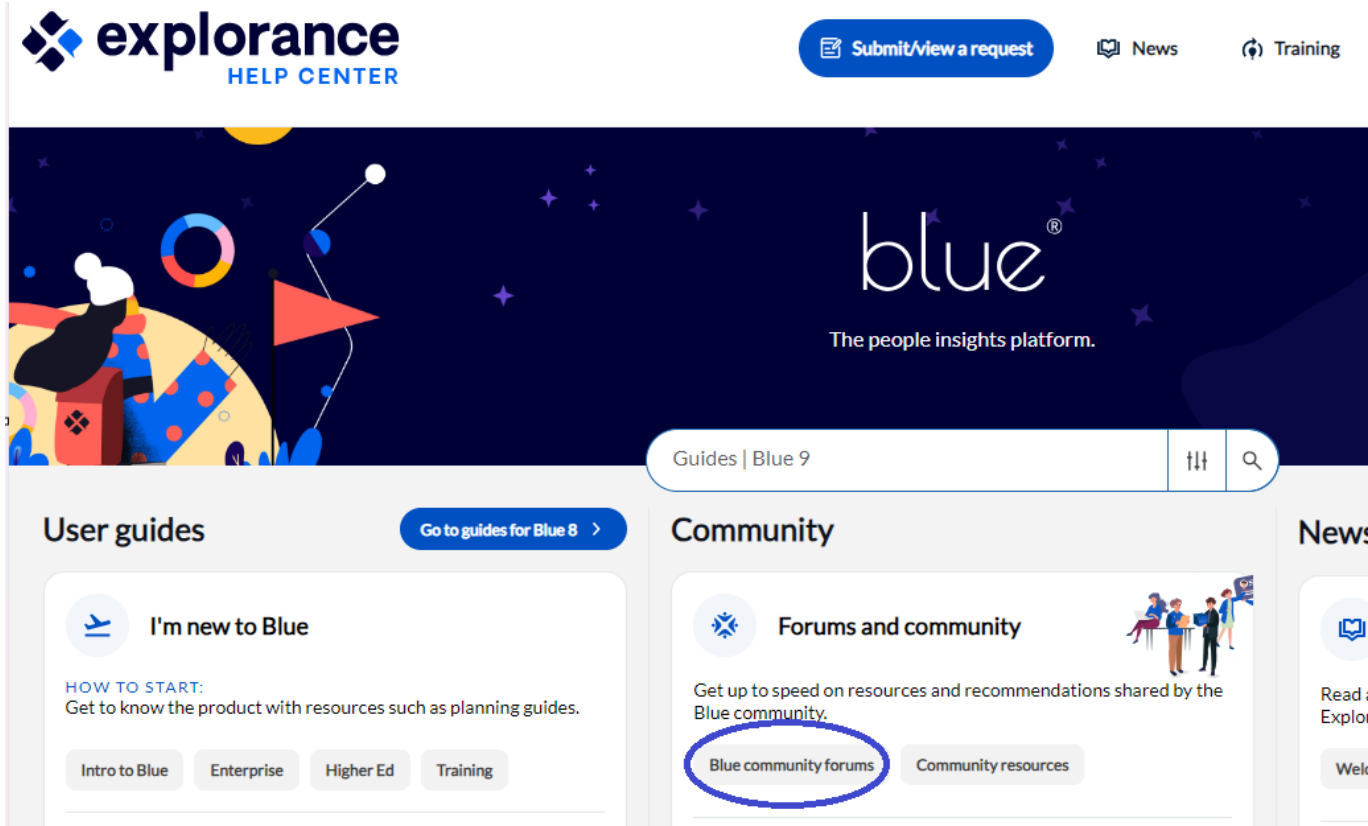
[Learning Webinar - Questions, Discussions, & Post-Webinar Follow-up] August 7: Project and Report Set-ups in Blue for Various Approaches to Handling Multi-Section and Team-Taught Course Evaluations

Join us for the next one!

Upcoming learning webinars:

- September 18: How to Make Sense of Response Rates in Multi-Section and Team-Taught Course Evaluations

- September 25 (*follow-up webinar to ask an expert on this topic!*): Ask an Expert! About Response Rates and Project/Report Set-ups in Blue

Thank you!