

# Mid-Session Subject Feedback Survey Results - Autumn 2020

Prepared by Learning Analytics, LTC

## 1 EXECUTIVE SUMMARY

- The response rate was 11% across 72,810 onshore subject enrolments for Autumn session.
- Total number of responses is 8,053, while total number of completed responses 7,321 which is 91% of total responses.
- 86% of completed responses also provided optional demographic information. There are differences in the respondent profile compared to the overall UOW population.
- The response was generally positive with 75% of responses falling into the 'mildly agree', 'agree' or 'strongly agree' categories.
- The question regarding student workload received the least positive response, with 65% of responses falling into the 'mildly agree', 'agree' or 'strongly agree' categories.

## 2 INTRODUCTION

The UOW Crisis Management Team requested an online survey of students to understand their experience of remote delivery in Autumn session 2020, specifically a subject-level and mid-session survey, to allow time for in-session changes and to allow survey data to help Schools prepare for the Spring session. This report provides a summary of student responses, which should be considered to be more in the form of a 'snapshot' of the student learning experience at a particular point in time rather than a comprehensive inquiry into aspects of student satisfaction or engagement representative of all enrolled students.

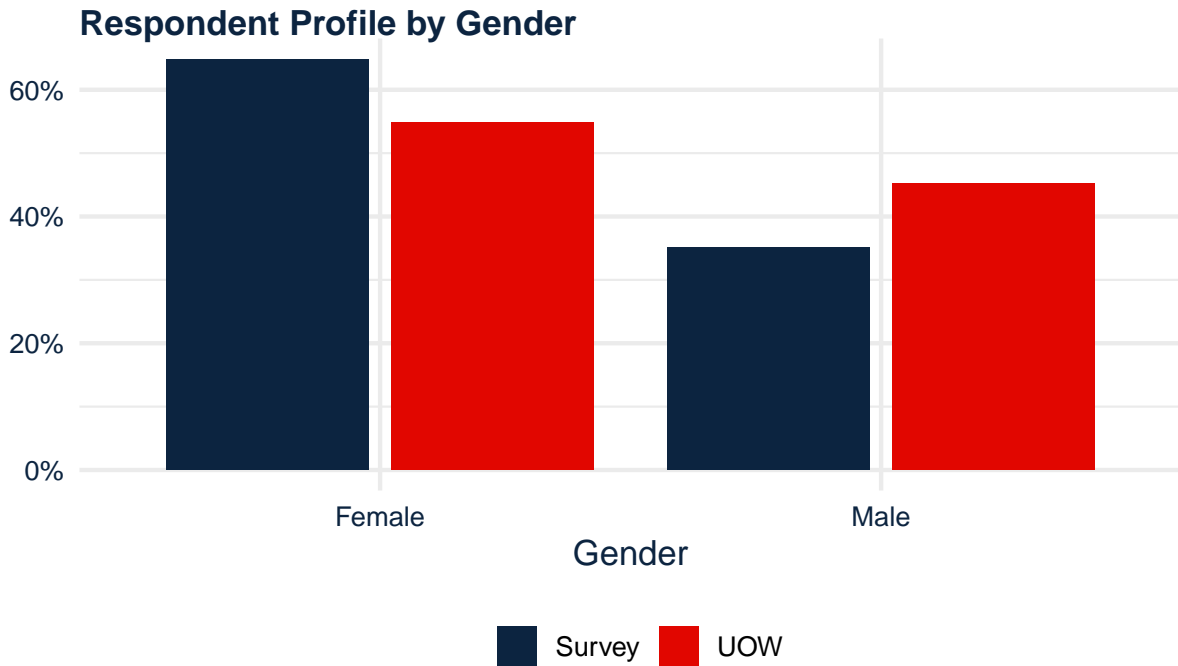
### 2.1 Structure of this report

Respondent demographics and Institution level quantitative and qualitative feedback is provided at the start of this report in Section 3. Appendix A contains the complete set of questions used in the survey.

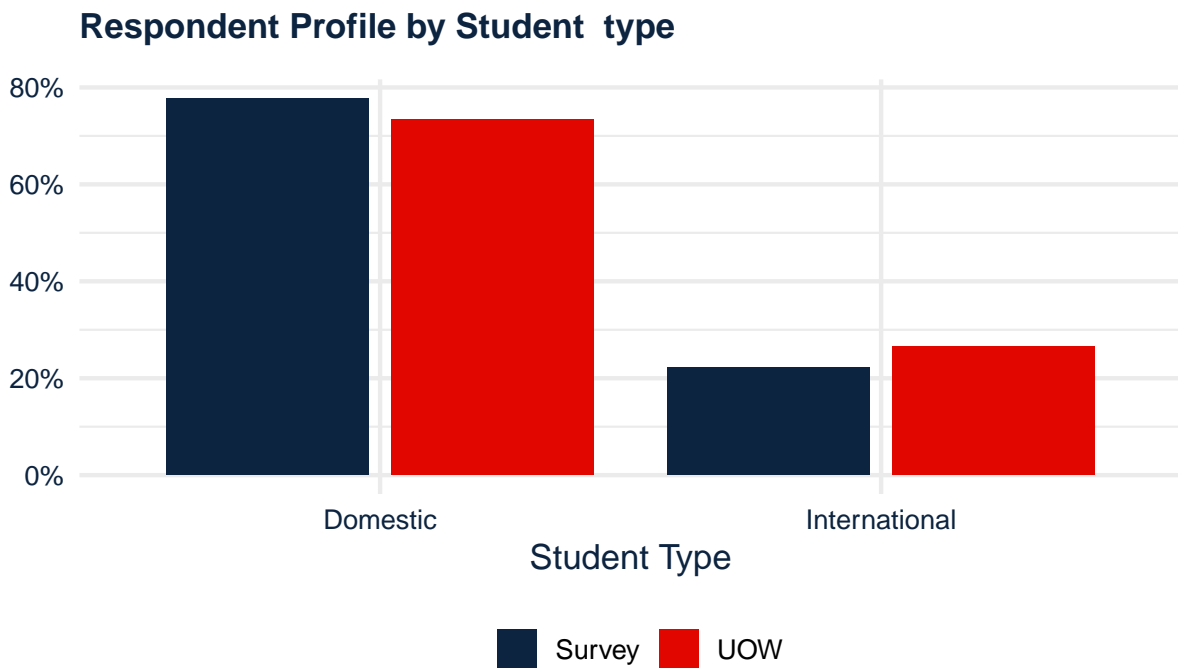
## 3 INSTITUTION LEVEL

22,825 onshore students were invited to complete the mid-session subject-level survey for 72,810 subject enrolments. There were 7,321 valid responses resulting in a 11.1% response rate.

### 3.1 Respondent Demographics

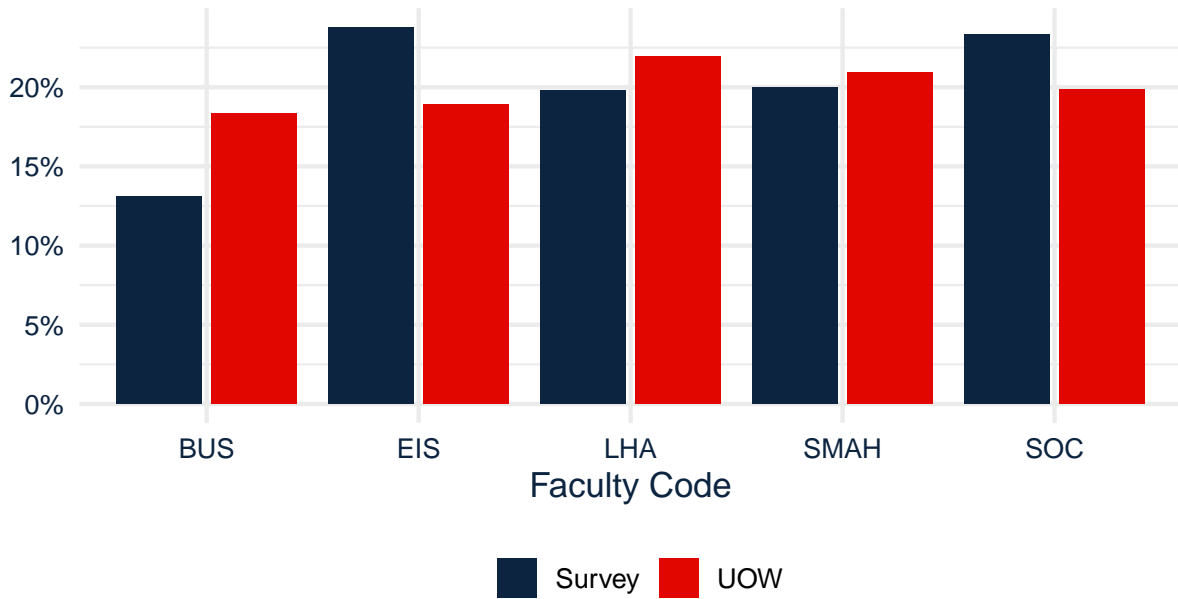


- The survey respondent profile differs to the UOW population. There was a higher representation of female respondents compared to the UOW population.



- The survey respondent profile by student type was not substantially different to the UOW population.

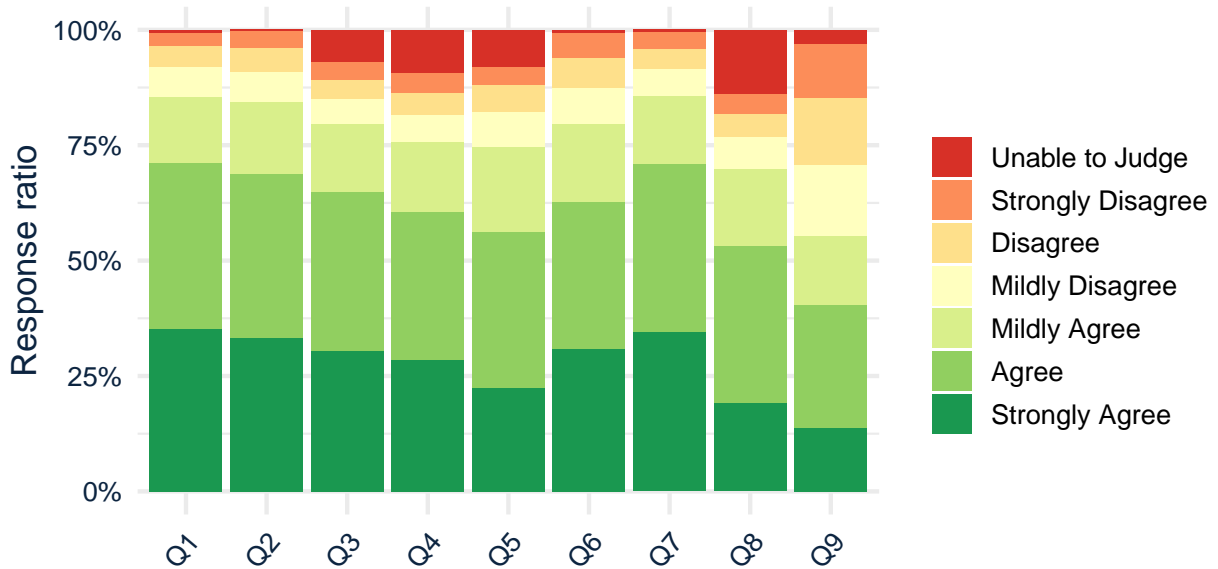
### Respondent Profile by Faculty



- The survey respondent profile differs to the UOW population. There was a higher representation of respondents at SOC and EIS compared to the UOW population.

### 3.2 Results - Questions 1 - 9

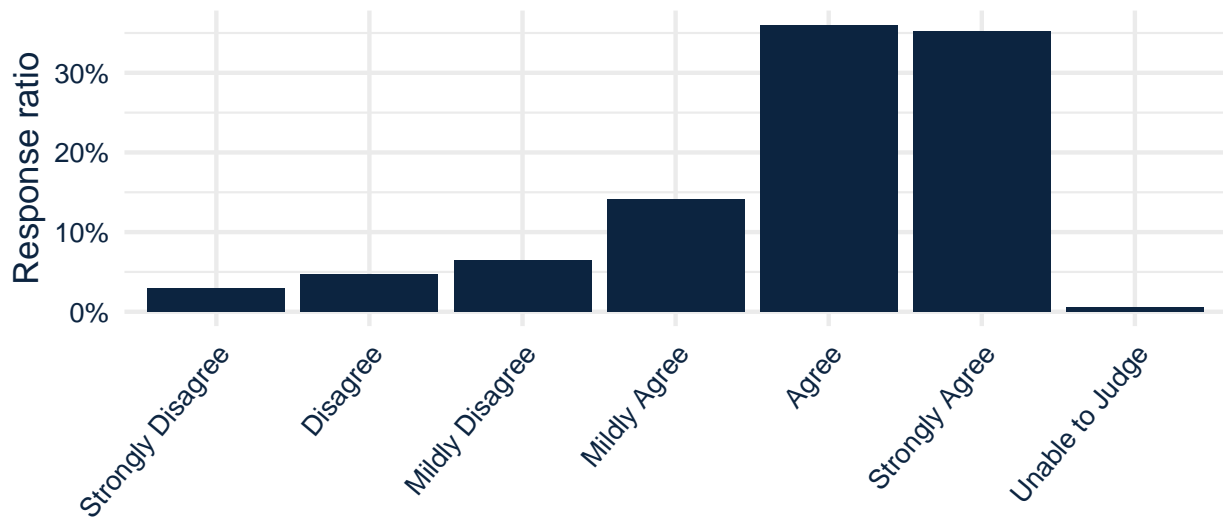
#### Response ratio for all questions



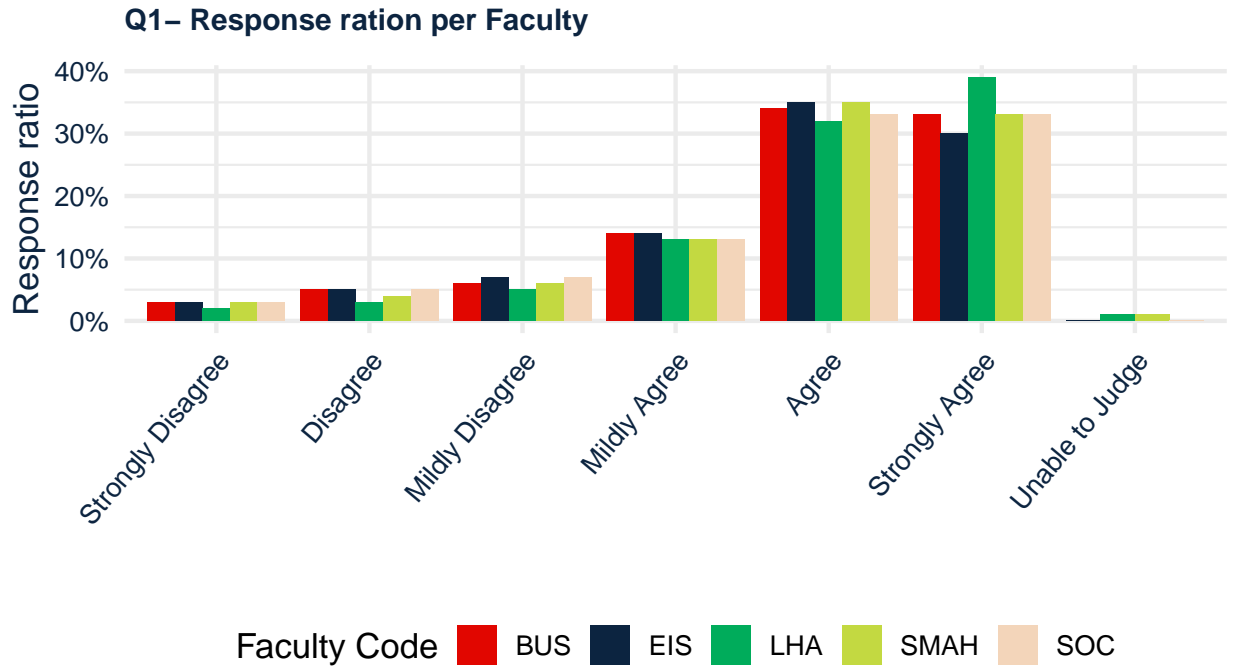
- The response for Q1 to Q8 was generally positive with 82% of responses falling into the 'mildly agree', 'agree' or 'strongly agree' categories, While the question regarding student workload (Q9) received the least positive response, with 65% of responses falling into the 'mildly agree', 'agree' or 'strongly agree' categories.

### 3.2.1 Question 1

**Q1 – Any changes made to this subject for remote delivery have been clearly communicated to me (for example, changes to content or assessment tasks).**



- 85% of responses agree that changes to content and assessments have been communicated clearly.



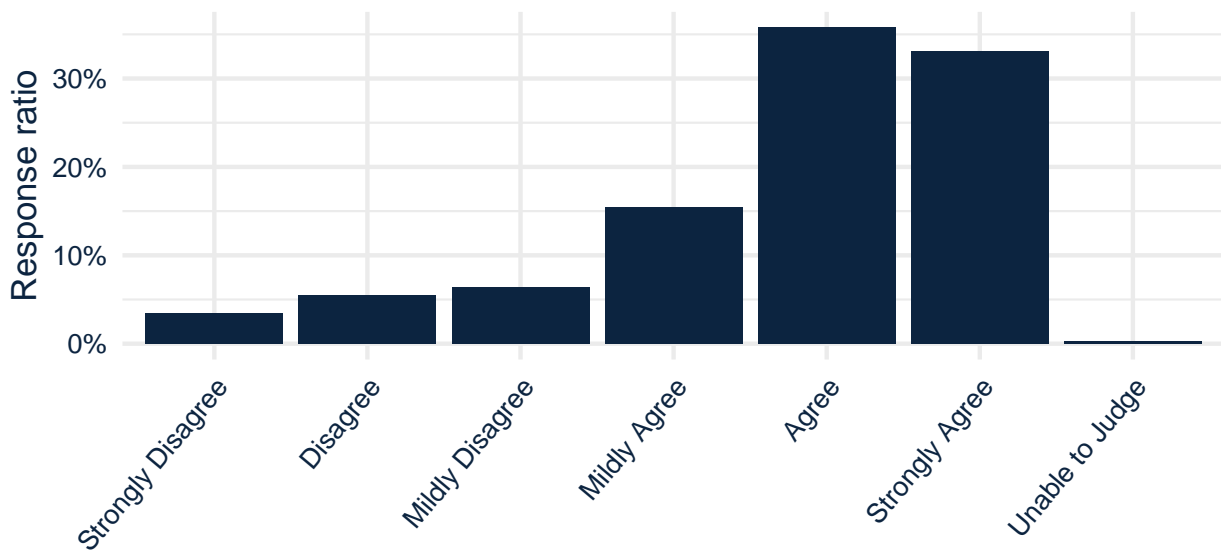
- No significant difference was found across faculties for Question 1 in terms of response ratio.
- To analyse the sentiments associated with comments a lexicon called “AFINN” was utilised to detect words that frequently associate with feelings, thoughts or attitudes. AFINN is a collection of words such that each word has a score from -5 to 5 that represents the extent of sentiment. For example, the sentiment score for “abusive” is -3 while for “admires” it is +3. The sentiment score for each comment is calculated as the average sentiment score of all words in the comment. If a positive word such as “helpful” has been negated by “Not”, “No”, “Never” or “Neither” then its effect has been taken into account for the calculation of the sentiment score. The sentiment score shows the distribution of sentiment scores in the dark blue while the red colour is a boxplot displaying 25th quartile, median and 75th quartile of sentiment score.



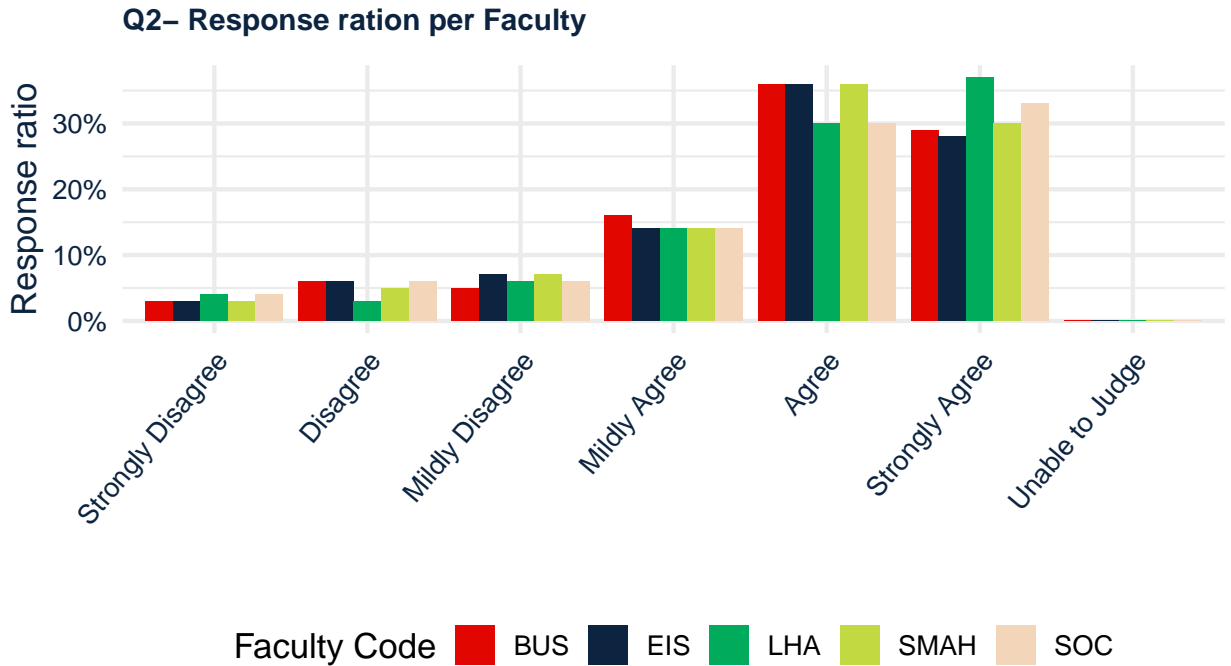
- In the plot, the line that connects two words shows that they have appeared together more than 10 times while the thickness of edges shows the likelihood of two words appearing together (the minimum likelihood is 15%). That is, the plot shows that “covid” and “19” have appeared together more than 10 times and most of the time that “covid” has been written in a comment, it has been written with “19”. As an example, it can be observed that majority of time “remote” has appeared with “delivery”. Also, it is the case for pairs of “discussion” and “forum”, “exam” and “final”.
- The clusters in the plot suggest two themes have emerged in the comments. The first theme is about methods of communication such as moodle and sols mail while the second is the content of messages such as changes in assignment, updating assessments or revision of subject outline.

### 3.2.2 Question 2

**Q2 – The content delivered by Moodle is well organised (for example, I am able to find information easily).**

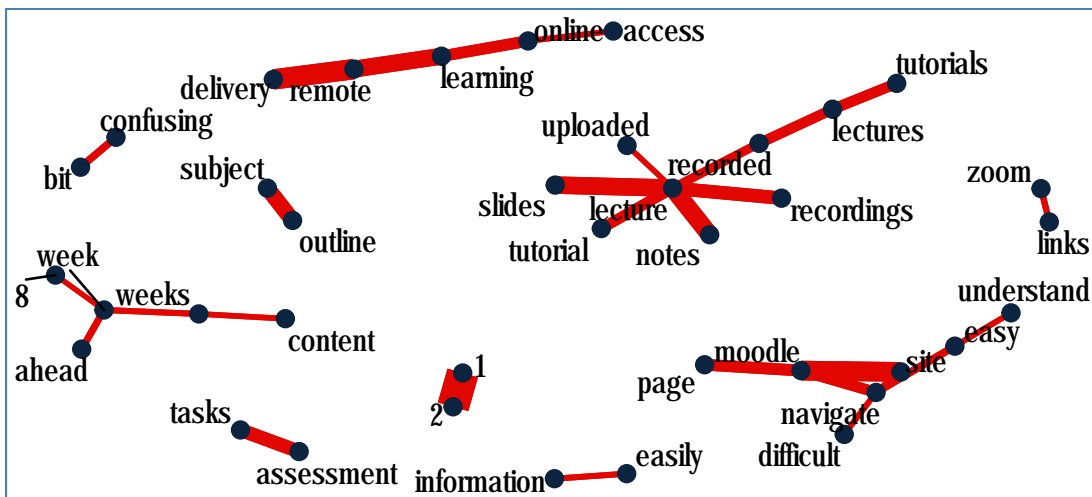


- 83% of responses have indicated that the content delivered by the Moodle is well organised.



- No significant difference was found across faculties for Question 2 in terms of response ratio.

### Q2 – Correlation of two words occuring together



- In the plot, the line that connects two words shows that they have appeared together in comments for more than 10 times while the edge thickness shows the likelihood of two words appearing together (the minimum likelihood is 15%). That is, the plot shows that

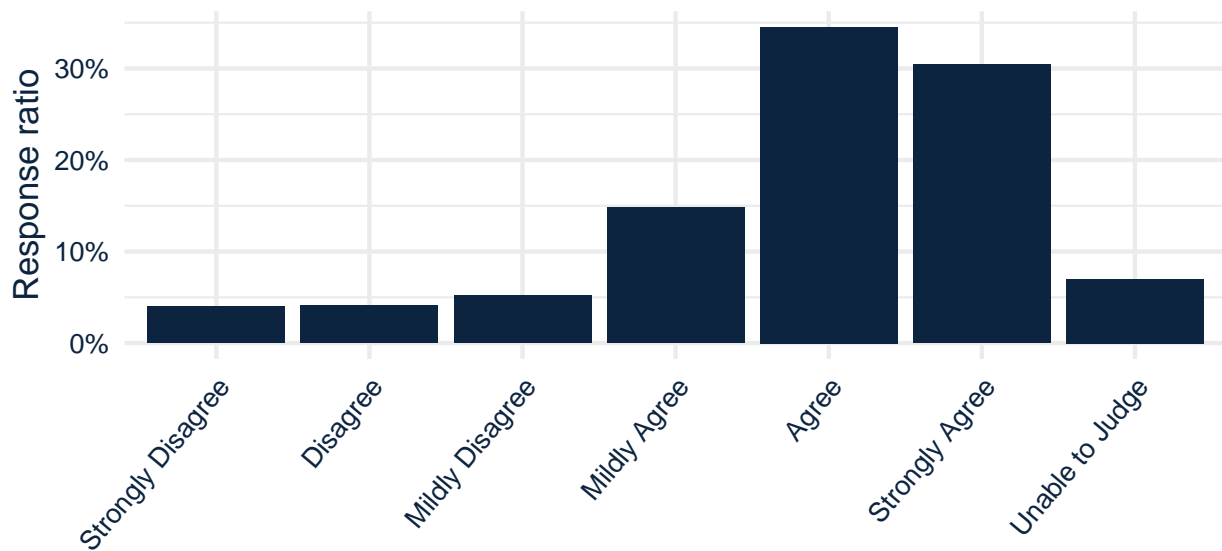


most of the time “recordings” and “lecture” have appeared together. As an example, it can be observed that majority of time “remote” has appeared with “delivery”. Also, it is the case for pairs of “remote” and “delivery”, “recorded” and “lecture”. While a narrow line such as the edge between “zoom” and “links” suggests that there is a low likelihood that “Zoom” always appear with “links”.

- The clusters in the plot suggests two themes have emerged in the comments. The first theme is about students attitudes and feeling about navigating through Moodle while the second one is about the lecture recordings and tutorials.

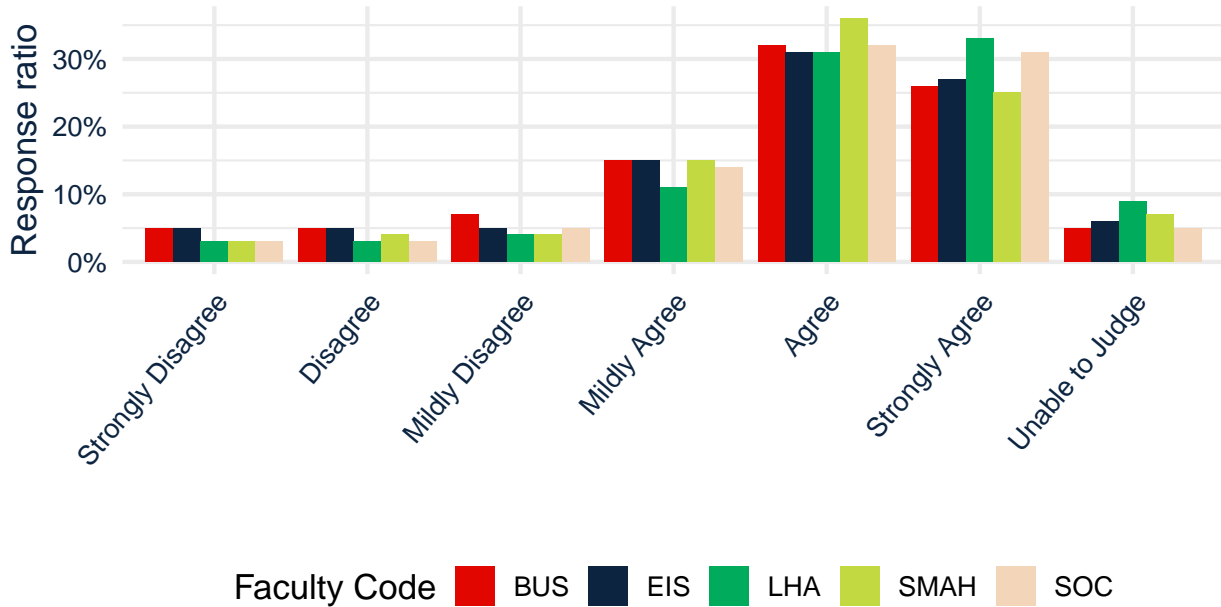
### 3.2.3 Question 3

**Q3 – Where used, the pre-recorded lectures for this subject support my learning.**



- 80% respondents indicated that pre-recorded lectures support their learning (‘strongly agree/agree/mildly agree’). Not all lectures are pre-recorded, which may partly explain the relatively high number of respondents (as compared to other survey questions) who were unable to judge (7%)

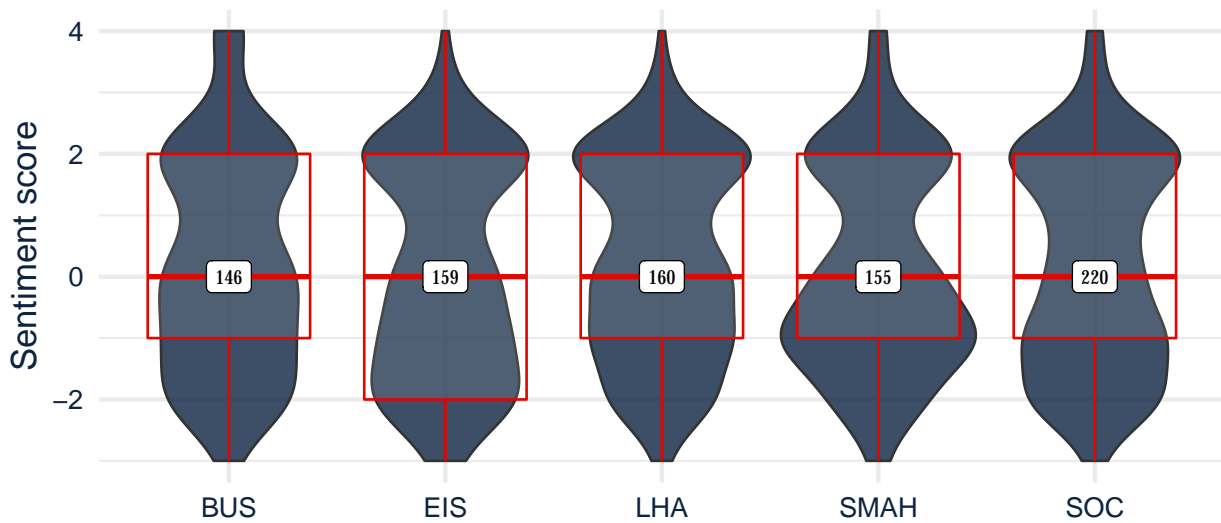
### Q3– Response ration per Faculty



- No significant difference was found across faculties for Question 3 in terms of response ratio.

### Q3 – Sentiment analysis

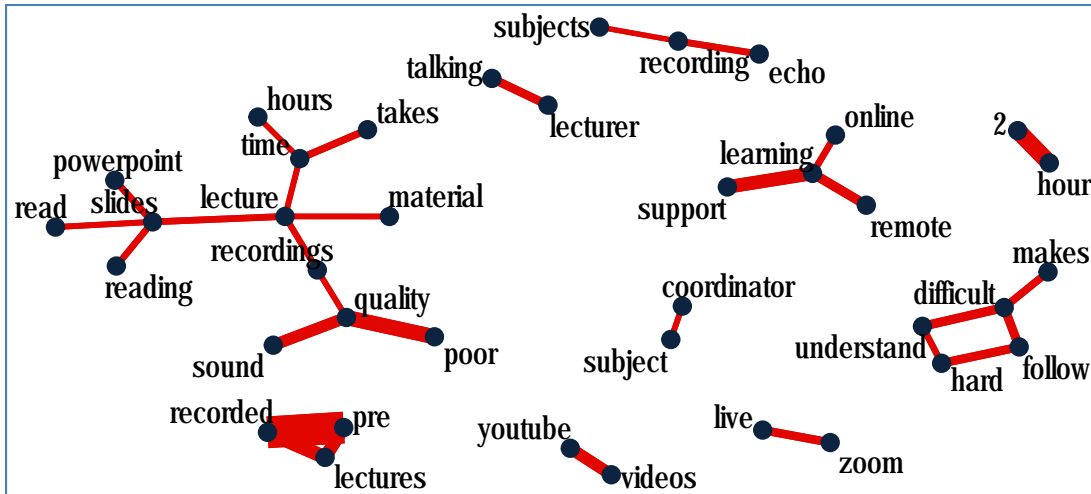
Where used, the pre-recorded lectures for this subject support my learning.



- The sentiment distribution across faculties suggests that students have utilised words with similar sentiment score to describe their experience. Although larger variation for EIS can happen because students have used stronger words to describe their experience

or provide feedbacks. Thus the result of this analysis should be evaluated cautiously as sentiment score does not represent an accurate picture of the sentiment.

### Q3 – Correlation of two words occurring together



- The clusters in the plot suggest two themes have emerged in the comments. The first theme is about students attitudes and feeling about pre-recorded lectures while the second one is about the content and quality of pre-recorded lectures.



- The clusters in the plot suggest three themes have emerged in the comments. The first theme is about students attitudes and feeling about real-time classes while the second one is about the provided support from academic staff and third one is around students facing technical issues and difficulties. Also it can be seen that pre-recorded lectures is a recurring theme in question 5 which is related to real-time classes.

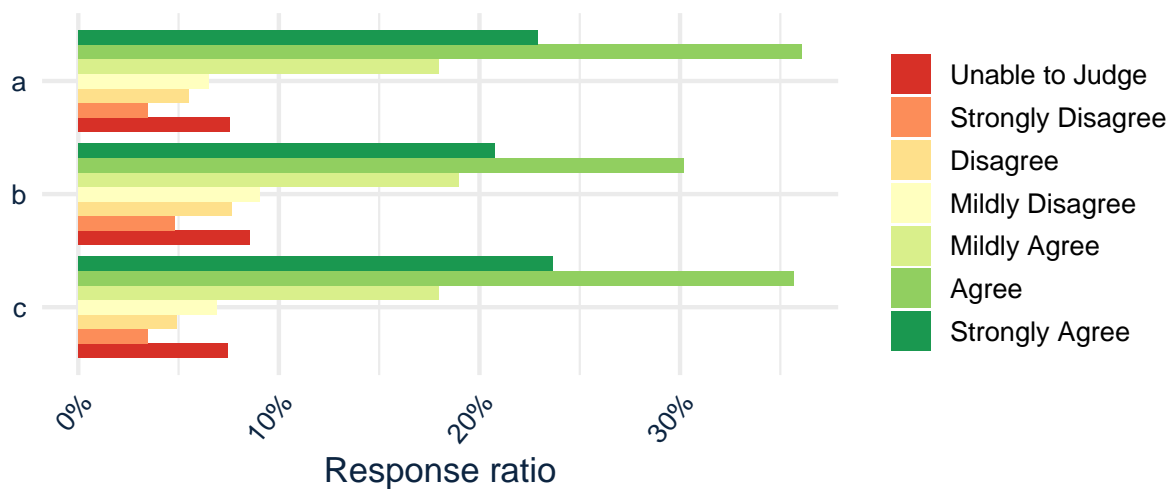
### 3.2.5 Question 5

#### Q5 – Any self-paced class activities (i.e. discussion forums or short written ta...

\*\*a : Supported my learning,

\*\*b : provide me with opportunities for interaction

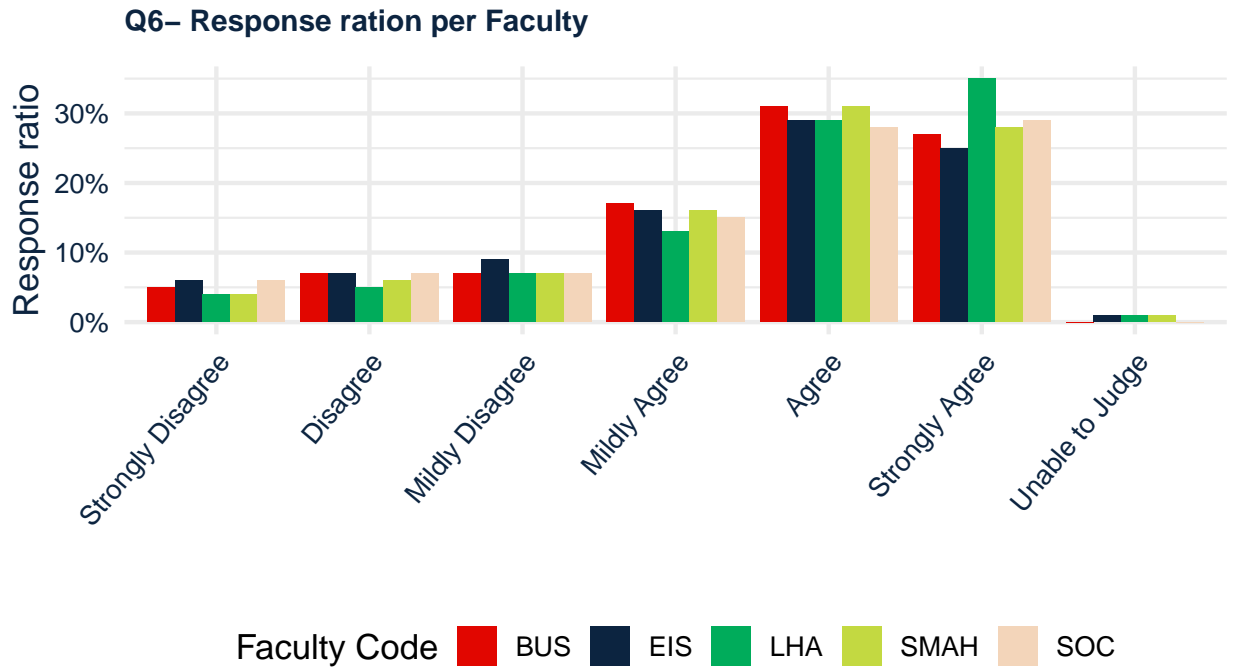
\*\*c : are presented clearly



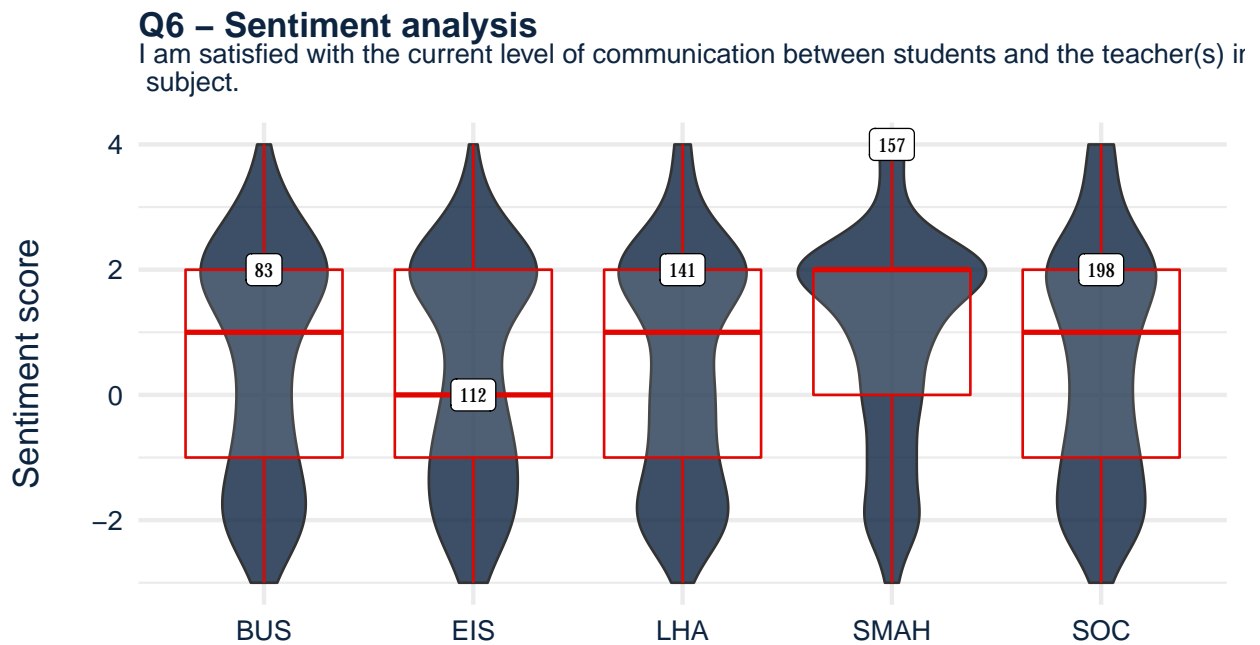
- In a similar fashion to Q4, the majority of respondents have consistently indicated self-paced activities support their learning (76%) and are presented clearly (77%). A slightly smaller proportion of respondents indicated agreement that self-paced activities provide opportunities for interaction (68%) ('strongly agree/agree/mildly agree').



between students and the teachers.



- No significant difference was found across faculties for Question 6 in terms of response ratio.

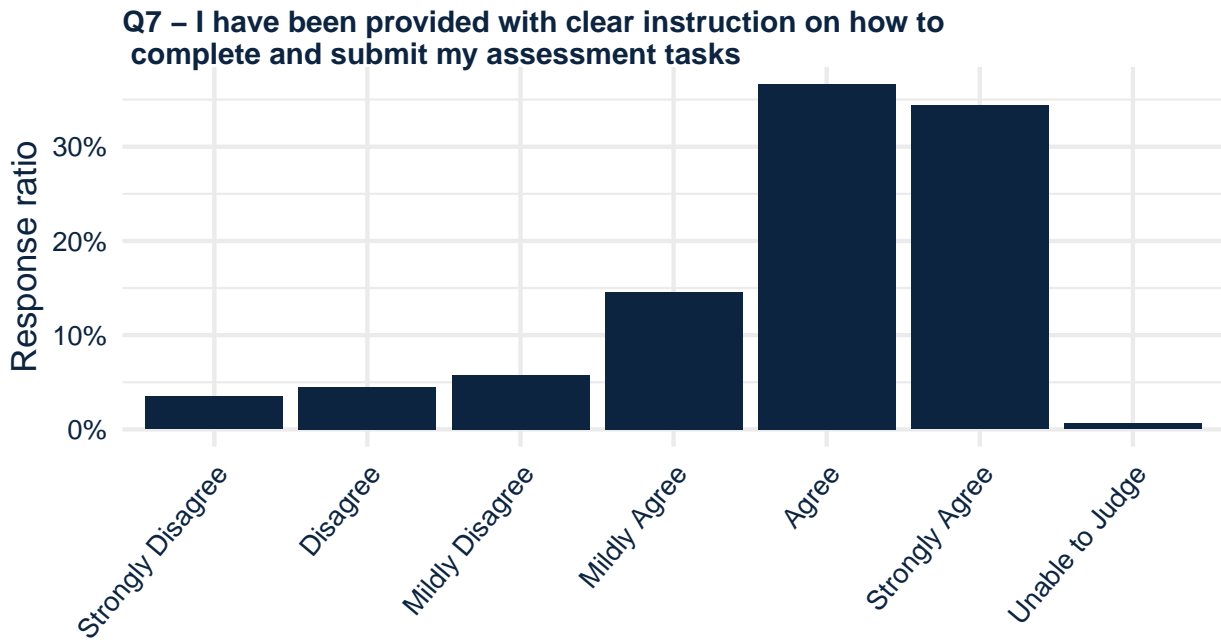


- The sentiment distribution across SOC, LHA, BUS and EIS suggests that students have utilised words with similar sentiment score to describe their experience. Although larger

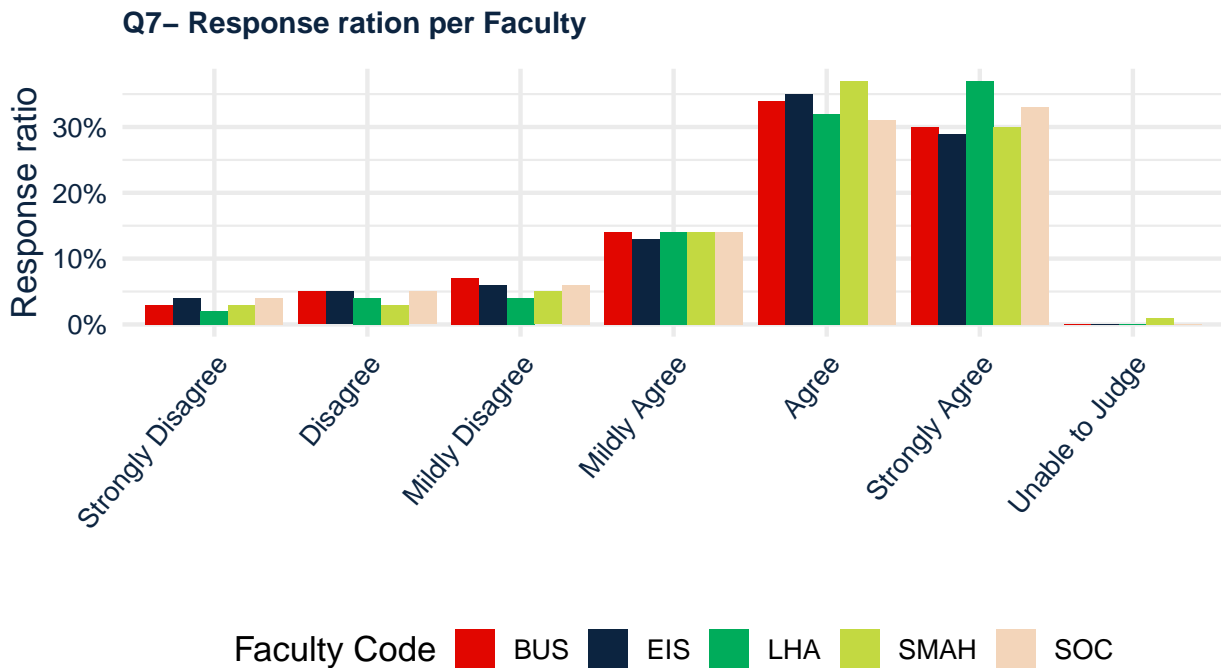




**3.2.7 Question 7**

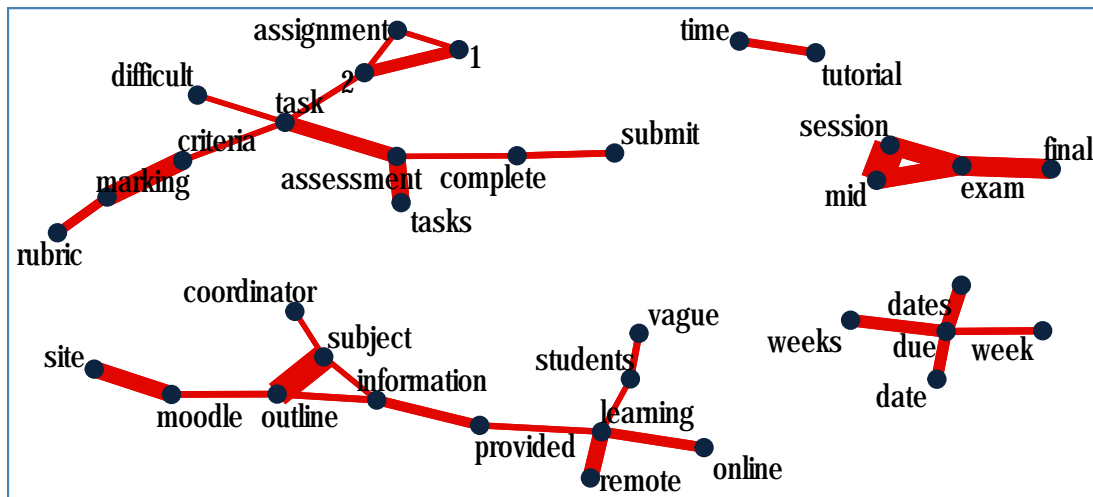


- 85% of respondents have indicated that they have been provided with clear instruction on how to complete and submit assessments which is compatible with results of question 6.



- No significant difference was found across faculties for Question 7 in terms of response ratio.

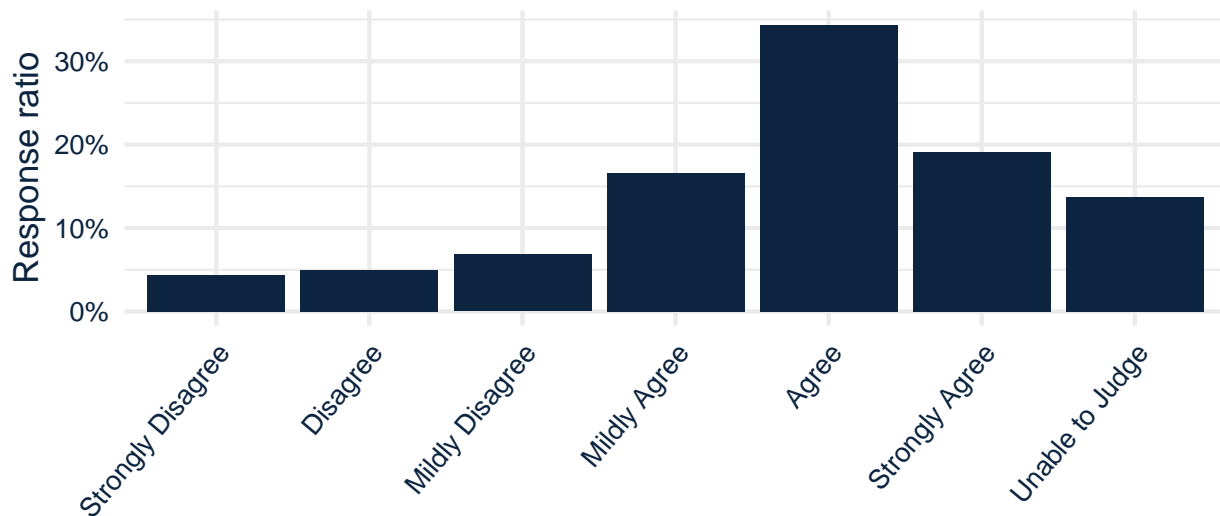
## Q7 – Correlation of two words occurring together



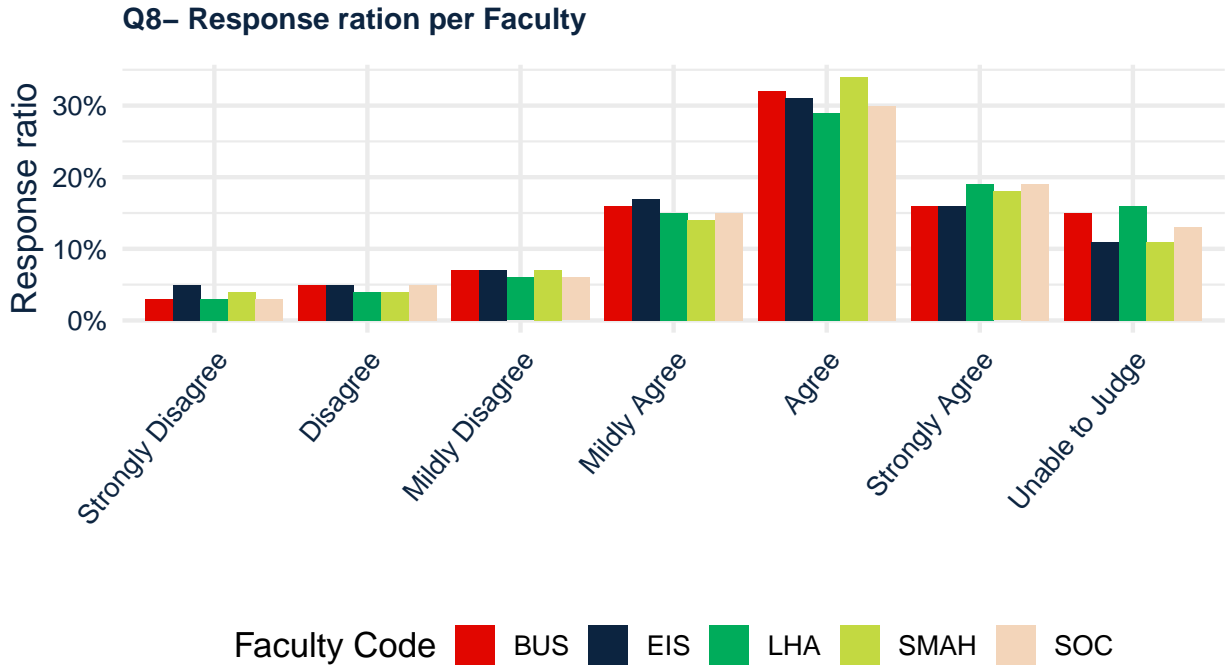
- The clusters in the plot suggest three themes have emerged in the comments. The first theme is about assignments submission and marking criteria while the second one is about students concern about mid-session and final exam and the third one is about submission due dates.

### 3.2.8 Question 8

**Q8 –So far, I am getting the learning support I need to be successful in this sub (e.g. IT support, Library live chat, Online PASS, Peer Coaching, Learning Co-O Learning Development support).**



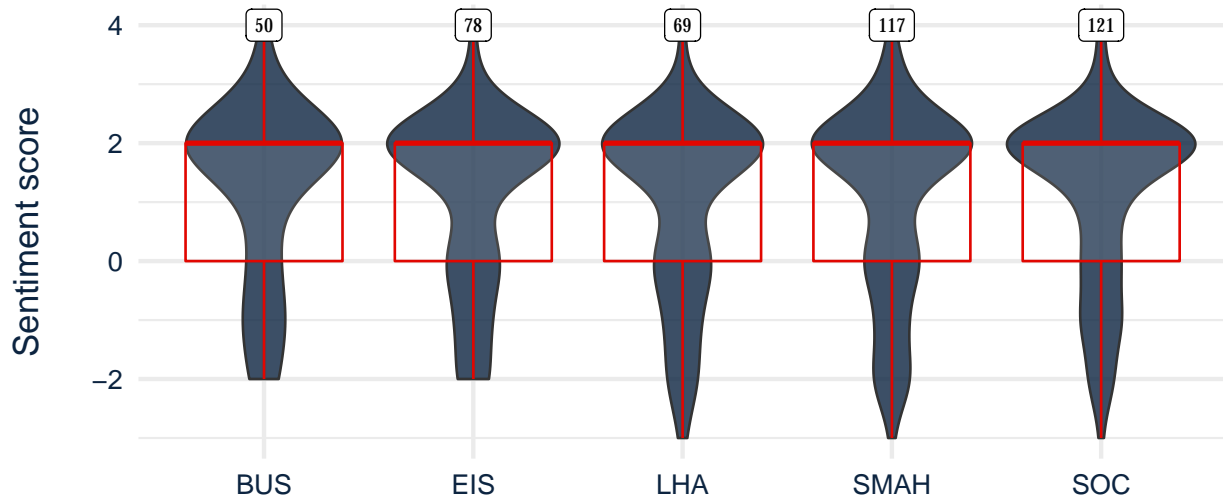
- The majority of respondents (80%) have indicated they are receiving the support required to be successful in the subject ('strongly agree/agree/mildly agree'). Consistent with the uncertain pandemic circumstances and the nature of a survey part way through the academic session, a noticeably higher number of respondents (14%) were unable to judge compared to the other survey questions.



- No significant difference was found across faculties for Question 8 in terms of response ratio.

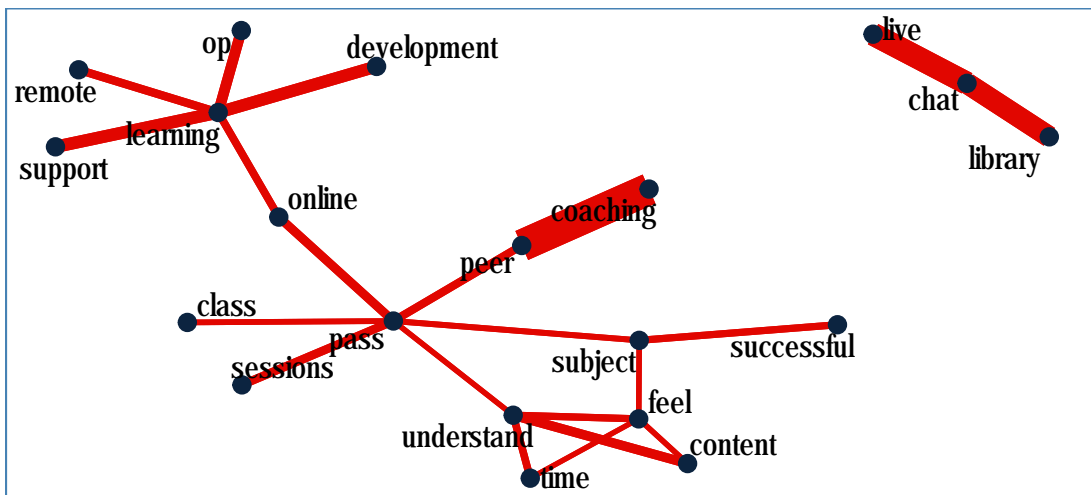
### Q8 – Sentiment analysis

So far, I am getting the learning support I need to be successful in this subject (e.g. IT support, Library live chat, Online PASS, Peer Coaching, Learning Co-Op, Learning Development support)



- The sentiment distribution across faculties suggest that students have utilised words with similar sentiment score to describe their experience. Thus the result of this analysis should be evaluated cautiously as sentiment score does not represent an accurate picture of the sentiment.

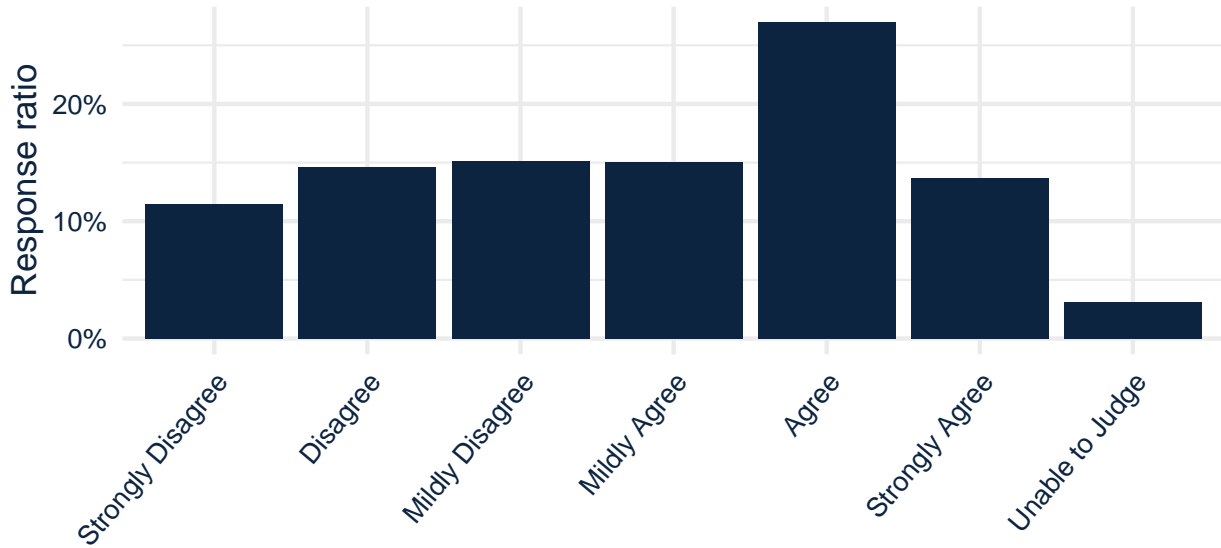
### Q8 – Correlation of two words occuring together



- The clusters in the plot suggest two themes have emerged in the comments. The first theme is about peer coaching while the second one is about library live chat.

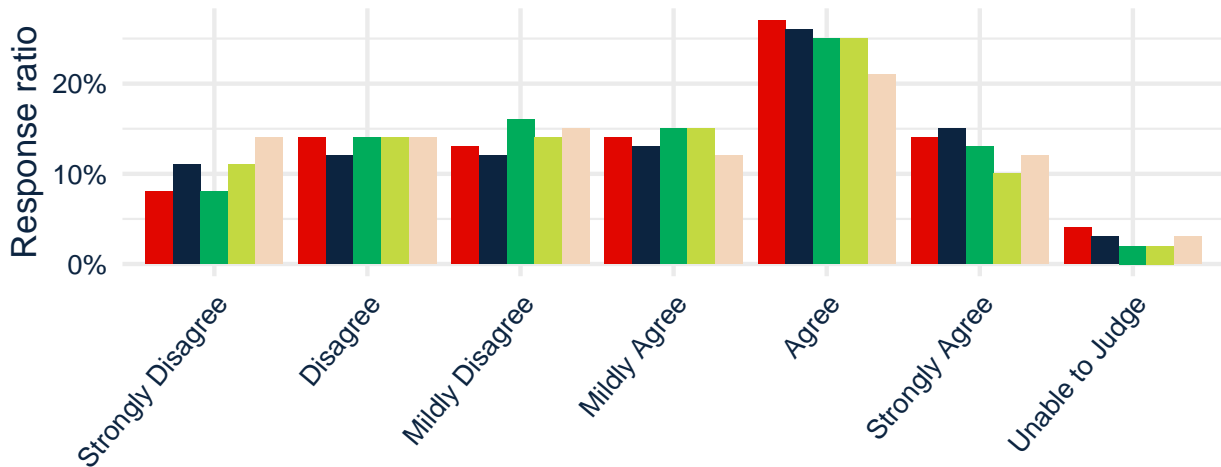
**3.2.9 Question 9**

**Q9 – My overall workload has not changed as a result of the move to remote delivery.**



- In contrast to other survey questions, only 65% of respondents have indicated no change in workload as a result of the move to remote delivery. 11% of respondents indicated strong disagreement, twice as high as any other survey question with strong disagreement.

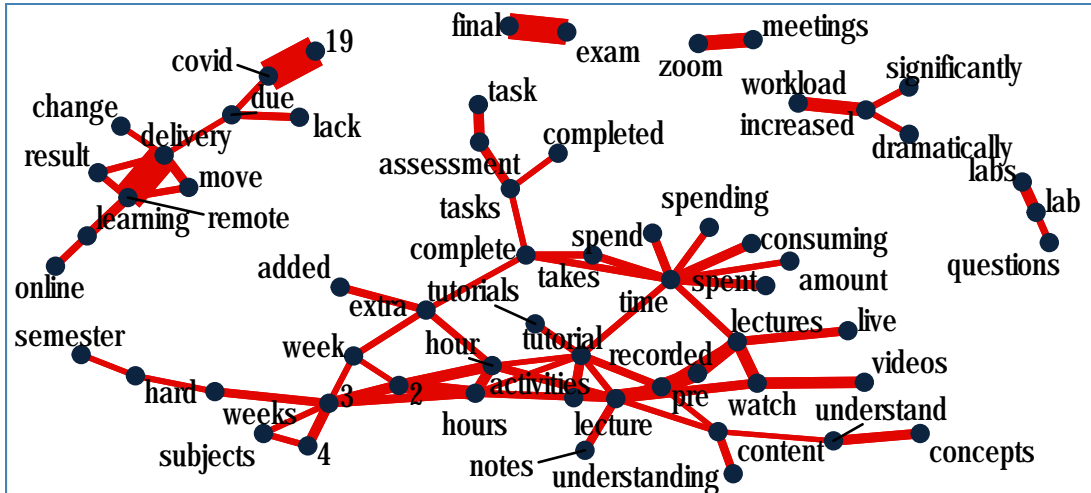
**Q9– Response ration per Faculty**



Faculty Code ■ BUS ■ EIS ■ LHA ■ SMAH ■ SOC

- No significant difference was found across faculties for Question 9 in terms of response ratio.

## Q9 – Correlation of two words occurring together

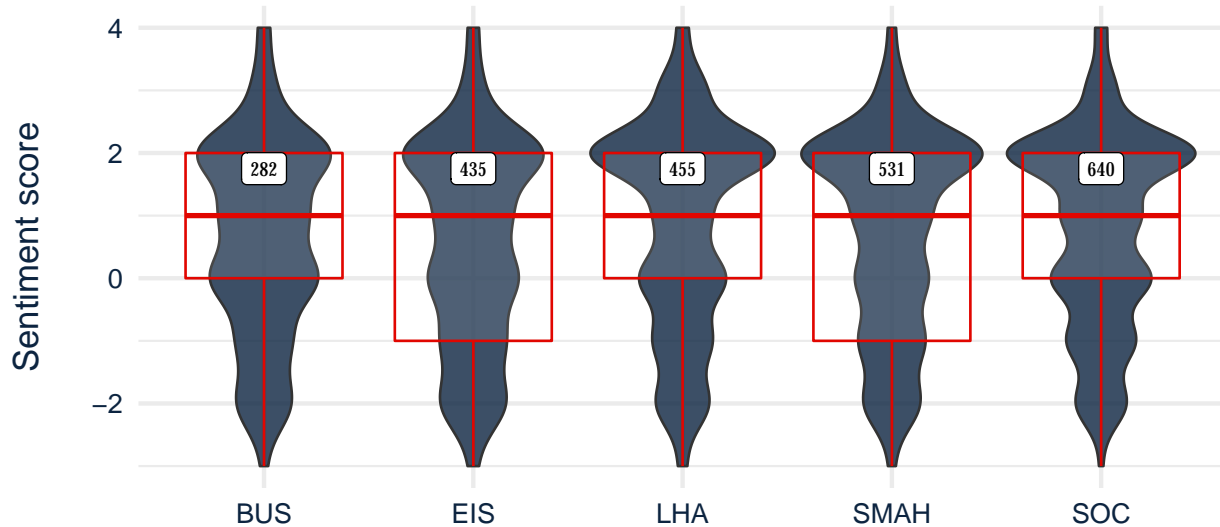


- The clusters in the plot suggest two clear themes have emerged in the comments. The first theme is about increasing workload while the second one includes details of tasks that are consuming students time.

### 3.2.10 Question 10

#### Q10 – sentiment analysis

Do you have any other comments to offer on this subject so far? What's been working well? What could be improved?



- The sentiment distribution across BUS, LHA and SOC suggests that students have utilised words with similar sentiment score to describe their experience. While EIS and SMAH have similar distribution of the sentiment score. Thus the result of this analysis should be evaluated cautiously as sentiment score does not represent an accurate picture of the sentiment.

## 4 Appendix A: SURVEY QUESTIONS

- Q1: Any changes made to this subject for remote delivery have been clearly communicated to me (for example, changes to content or assessment tasks).
- Q2: The content delivered by Moodle is well organised (for example, I am able to find information easily).
- Q3: Where used, the pre-recorded lectures for this subject support my learning.
- Q4: Any real-time classes (e.g. via Zoom, WebEx, etc.)
  - A: support my learning
  - B: are presented clearly
  - C: provide me with opportunities for interaction
- Q5: Any self-paced class activities (i.e. discussion forums or short written tasks)
  - A: support my learning
  - B: are presented clearly
  - C: provide me with opportunities for interaction

- Q6: I am satisfied with the current level of communication between students and the teacher(s) in this subject.
- Q7 - I have been provided with clear instruction on how to complete and submit my assessment tasks.
- Q8 - So far, I am getting the learning support I need to be successful in this subject (e.g. IT support, Library live chat, Online PASS, Peer Coaching, Learning Co-Op, Learning Development support).
- Q9 - My overall workload has not changed as a result of the move to remote delivery.
- Q10 - Do you have any other comments to offer on this subject so far? What's been working well? What could be improved?