

# An institutional study of the influence of 'onlineness' on student evaluation of teaching in a dual mode Australian university

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**ascilite 2011**  
CHANGING DEMANDS,  
changing directions.

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## Quantitative Summary:

	Question	#		Score	RIB* Comparison	%+ve %-ve	Med ian	Std dev	Mean	RIB* 25%	RIB* 75%	RIB* Rank
Q1	This course was well-organised.	80	SA	63%	31.3%	+94.5 -0.8	5	0.62	<b>4.6</b>	3.7	4.3	High
		40	A	31.5%	45.7%							
		6	N	4.7%	14.9%							
		1	D	0.8%	5.8%							
		0	SD	0%	2.4%							
Q2	The assessment was clear and fair.	44	SA	34.6%	29.9%	+88.9 -0.8	4	0.66	<b>4.2</b>	3.6	4.2	High
		69	A	54.3%	45.8%							
		13	N	10.2%	14.9%							
		1	D	0.8%	6.3%							
		0	SD	0%	3.2%							
Q3	I received helpful feedback on my assessment work.	38	SA	29.9%	20.3%	+76.4 -3.9	4	0.84	<b>4.0</b>	3.2	3.9	High
		59	A	46.5%	36.6%							
		25	N	19.7%	27.1%							
		4	D	3.1%	11.6%							
		1	SD	0.8%	4.4%							
Q4	This course engaged me in learning.	52	SA	40.9%	24.4%	+83.4 -1.6	4	0.76	<b>4.2</b>	3.4	4.0	High
		54	A	42.5%	40%							
		19	N	15%	22.3%							
		2	D	1.6%	9.5%							
		0	SD	0%	3.8%							
Q5	The teaching (lecturers, tutors, online etc) on this course was effective in helping me to learn.	81	SA	63.8%	30%	+92.9 -2.4	5	0.70	<b>4.5</b>	3.5	4.1	High
		37	A	29.1%	38.8%							
		6	N	4.7%	18.7%							
		3	D	2.4%	8.6%							
		0	SD	0%	3.9%							
Q6	Overall I am satisfied with the quality	57	SA	45.6%	24.7%	+90.4	4	0.72	<b>4.3</b>	3.4	4.1	High

<b>Legend</b>	<p>5pt Likert scale: SD - Strongly Disagree, D - Disagree, N - Neutral, A - Agree, SA - Strongly Agree</p> <p>7pt Likert scale: UA - Unacceptable, VP - Very Poor, P - Poor, A - Average, G - Good, VG - Very Good, EX - Excellent</p> <p>*RIB - Rating Interpretation Benchmark - Comparison aggregation of courses/classes in the same Group and Course/Class size (&lt;21, 21-50, 51-200, 200+). Only shown if more than 4 responses per question exist (from any semester) within the same category. RIB based on surveys from past to 06-06-2011</p>
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# ANU student evaluation of Large Group Teaching (Lecturing, Form A)

Aggregated over 2005-2007 showing means of course means, standard deviations and numbers of surveys

## College of Arts and Social Sciences

Scale: (1) Very Poor (2) Unsatisfactory (3) Borderline (4) Satisfactory (5) Good (6) Very Good (7) Excellent.

Level	Size		Organisation	Course Content & Requirements Communication	Stimulation of Interest	Encouragement of Participation	Demonstration of Concern & Respect	Provision of Feedback	Overall Teaching Effectiveness
First Year	n<21	Mean	5.8	5.8	5.7	5.7	6.0	5.7	5.8
		N	23	23	23	23	23	23	23
		Std. Deviation	0.6	0.6	0.7	0.7	0.6	0.7	0.6
	n=21 +	Mean	5.6	5.7	5.5	5.4	5.8	5.4	5.7
		N	87	87	87	87	87	87	87
		Std. Deviation	0.5	0.5	0.6	0.6	0.5	0.6	0.6
	Total	Mean	5.7	5.7	5.6	5.4	5.8	5.5	5.7
		N	110	110	110	110	110	110	110

Quantitative Summary:

	Question	#		Score	RIB* Comparison	%+ve %-ve	Med ian	Std dev	Mean	RIB* 25%	RIB* 75%	RIB* Rank
Q1	This course was well-organised.	80	SA	<div><div></div></div> 63%	<div><div></div></div> 31.3%	94.5	5	0.62	4.6	3.7	4.3	High
		40	A	<div><div></div></div> 31.5%	<div><div></div></div> 45.7%	-0.8						
		6	N	<div><div></div></div> 4.7%	<div><div></div></div> 14.9%							
		1	D	<div><div></div></div> 0.8%	<div><div></div></div> 5.8%							
		0	SD	<div><div></div></div> 0%	<div><div></div></div> 2.4%							
Q2	The assessment was clear and fair.	44	SA	<div><div></div></div> 34.6%	<div><div></div></div> 29.9%	88.9	4	0.66	4.2	3.6	4.2	High
		69	A	<div><div></div></div> 54.3%	<div><div></div></div> 45.8%	-0.8						
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Q3	I received helpful feedback on my assessment work.	38	SA	<div><div></div></div> 29.9%	<div><div></div></div> 20.3%	76.4	4	0.84	4.0	3.2	3.9	High
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		54	A	<div><div></div></div> 42.5%	<div><div></div></div> 40%	-1.6						
		19	N	<div><div></div></div> 15%	<div><div></div></div> 22.3%							
		2	D	<div><div></div></div> 1.6%	<div><div></div></div> 9.5%							
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Q5	The teaching (lecturers, tutors, online etc) on this course was effective in helping me to learn.	81	SA	<div><div></div></div> 63.8%	<div><div></div></div> 30%	92.9	5	0.70	4.5	3.5	4.1	High
		37	A	<div><div></div></div> 29.1%	<div><div></div></div> 38.8%	-2.4						
		6	N	<div><div></div></div> 4.7%	<div><div></div></div> 18.7%							
		3	D	<div><div></div></div> 2.4%	<div><div></div></div> 8.6%							
		0	SD	<div><div></div></div> 0%	<div><div></div></div> 3.9%							
Q6	Overall I am satisfied with the quality	57	SA	<div><div></div></div> 45.6%	<div><div></div></div> 24.7%	90.4	4	0.72	4.3	3.4	4.1	High

# ANU student evaluation of Large Group Teaching

## (Lecturing, Form A)

Aggregated over 2005-2007 showing means of course means, standard deviations and numbers of surveys

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First Year	n<21	Mean	5.8	5.8	5.7	5.7	6.0	5.7	5.8
		N	23	23	23	23	23	23	23
		Std. Deviation	0.6	0.6	0.7	0.7	0.6	0.7	0.6
	n=21+	Mean	5.6	5.7	5.5	5.4	5.8	5.4	5.7
		N	87	87	87	87	87	87	87
		Std. Deviation	0.5	0.5	0.6	0.6	0.5	0.6	0.6
	Total	Mean	5.7	5.7	5.6	5.4	5.8	5.5	5.7
		N	110	110	110	110	110	110	110

## Systematic influences on SET data

The literature says...

**Class size** – negatively correlated;

**Year level** – positively correlated; and

**Discipline area** - various

In more recent times, rapid expansion of **online learning**



# Student evaluation of teaching & units (SETU)

1. This unit was well taught
2. The course materials in this unit were of high quality
3. The workload in this unit was manageable
4. Requirements for completing the assessment tasks in this unit were clear
5. The teaching staff gave me helpful feedback
6. The library resources met my needs for this unit
7. I would recommend this unit to other students
8. **The technologies used to deliver the online content in this unit performed satisfactorily**
9. **The on-line teaching and resources in this unit enhanced my learning experience**
10. This unit challenged me to learn

n/a; 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree



## Data set used in study

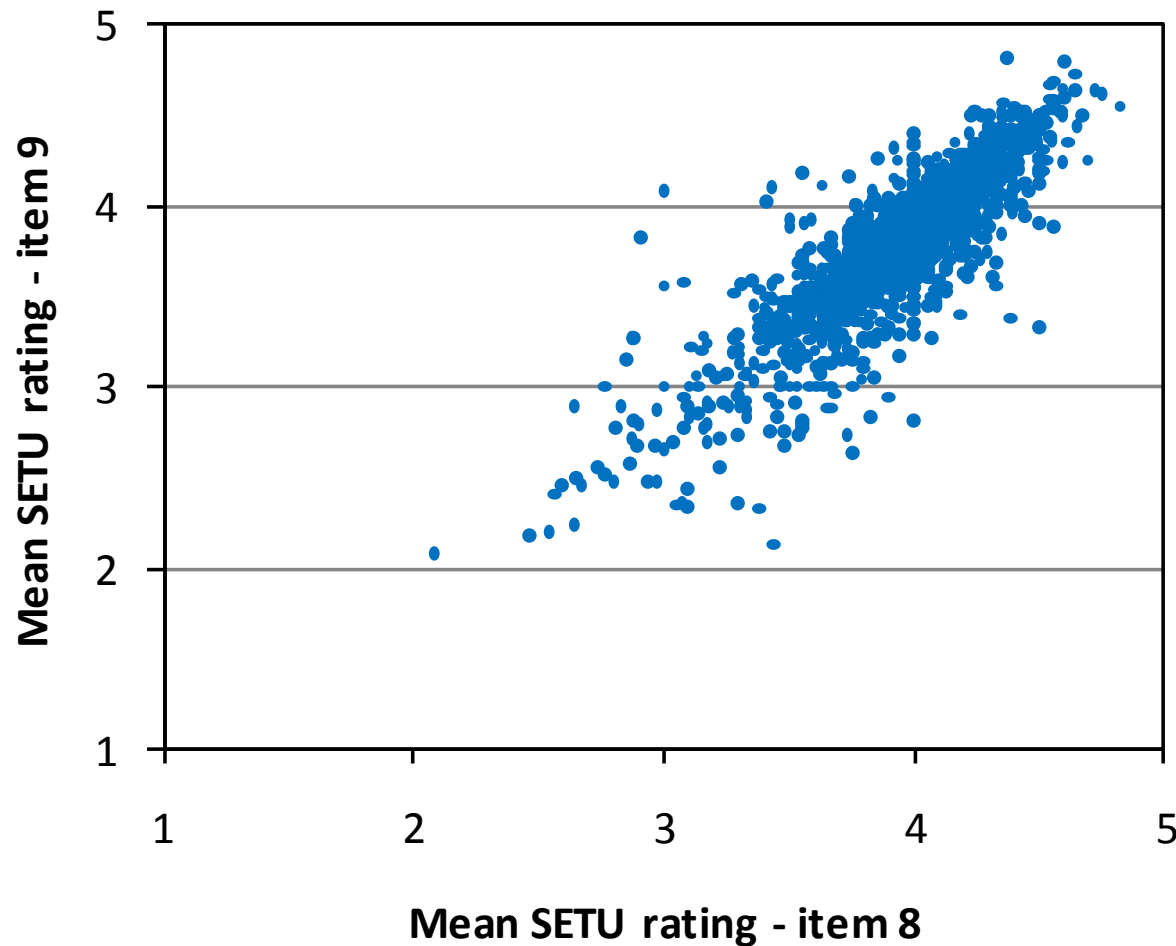
Mean SETU rating sets for **1432** units of study

Representing **74498** individual sets of SETU ratings

**58.5 %** of all units listed in the Deakin University handbook for the period under consideration



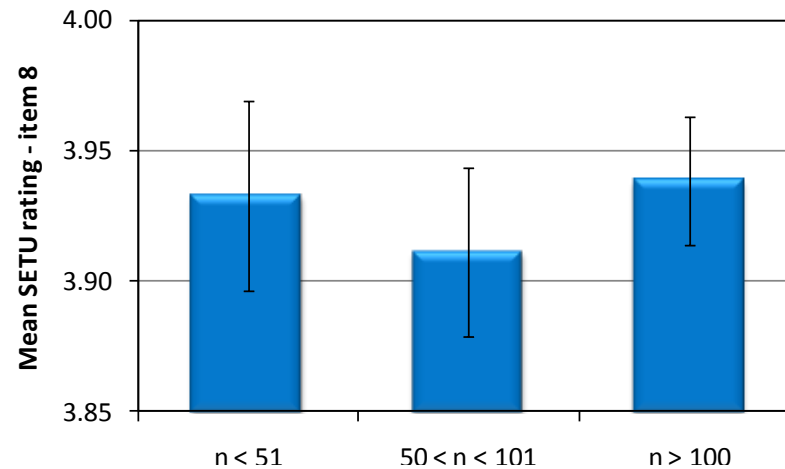
## SETU items relating to 'onlineness'



$$r^2 = 0.73$$

$$p = 0.0000$$

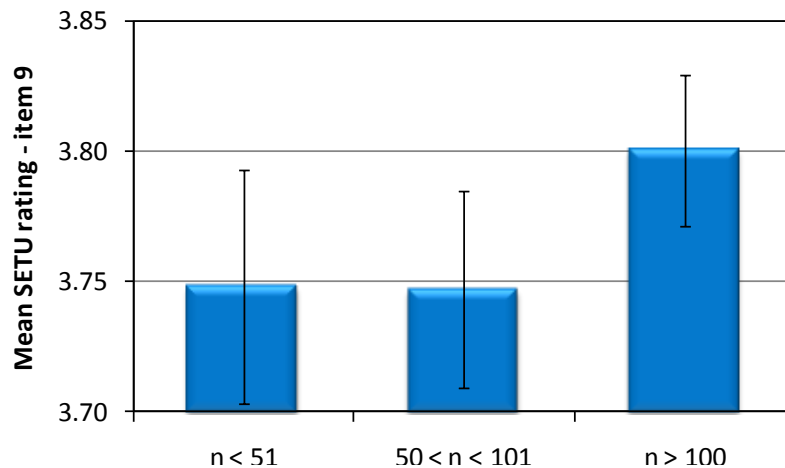
## Class size



$F = 0.885$

$p > 0.41$

**No Sig. Diff.**

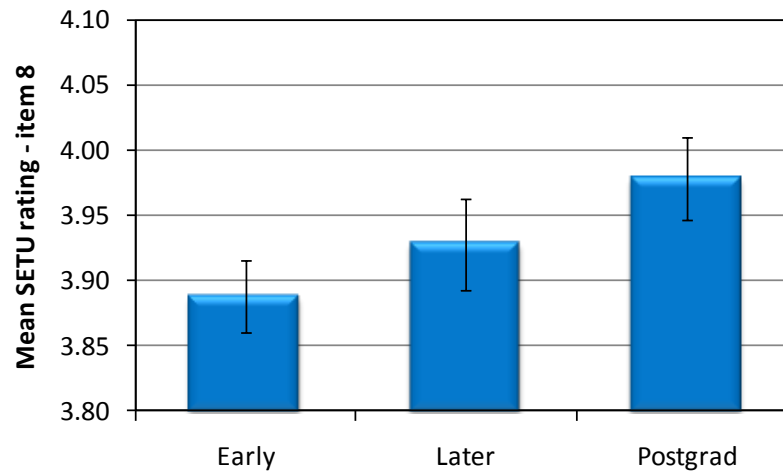


$F = 3.199$

$p > 0.041$

**No Sig. Diff.**

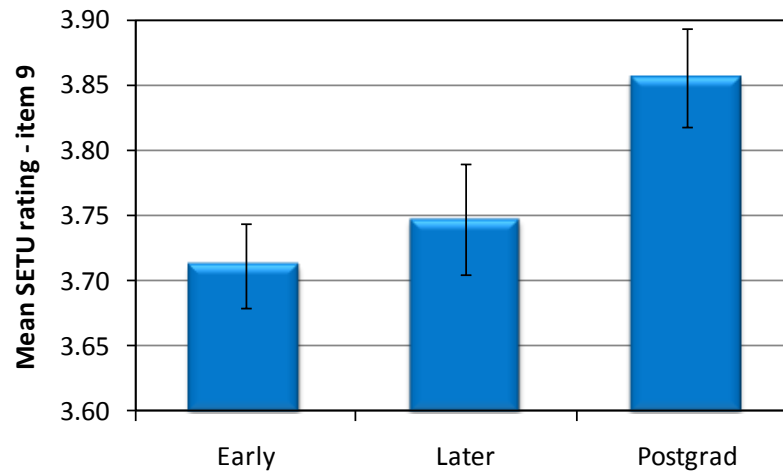
## Year level



$F = 8.972$

$p < 0.0002$

**Sig. Diff.**

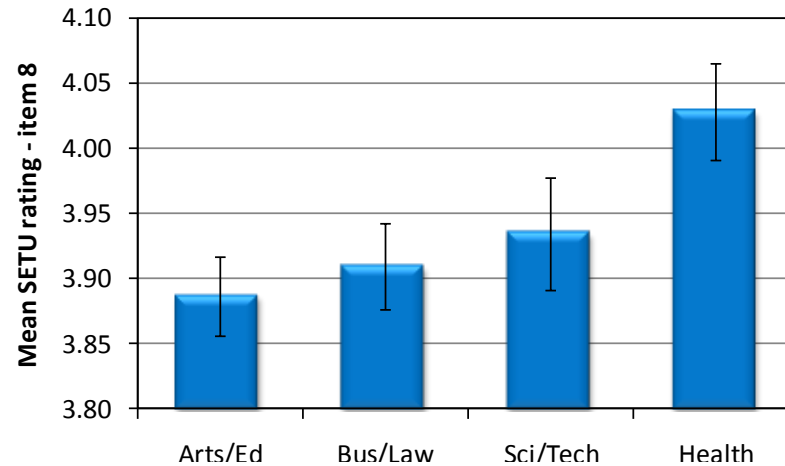


$F = 16.515$

$p < 1 \times 10^{-7}$

**Sig. Diff.**

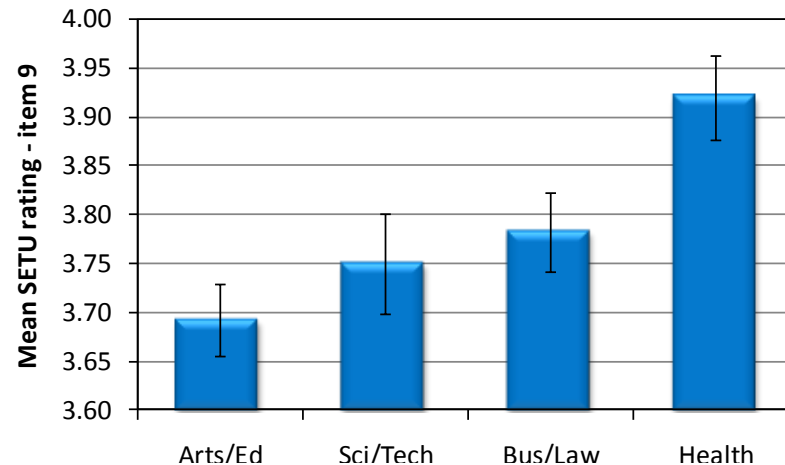
# Discipline area



$F = 11.998$

$p < 2 \times 10^{-7}$

**Sig. Diff.**

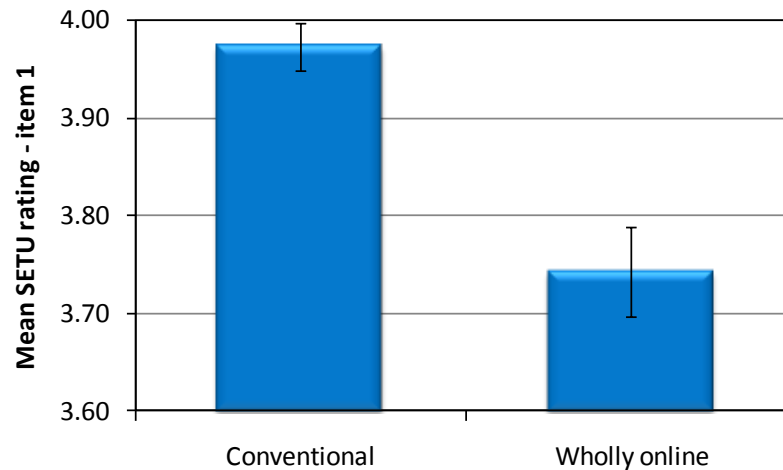


$F = 21.177$

$p < 4 \times 10^{-13}$

**Sig. Diff.**

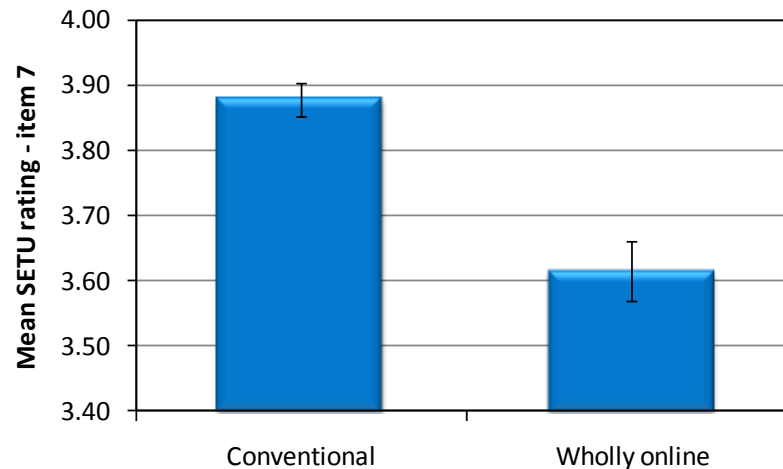
## Online mode of offer



$F = 18.266$

$p < 0.0003$

**Sig. Diff.**



$F = 22.350$

$p < 3 \times 10^{-6}$

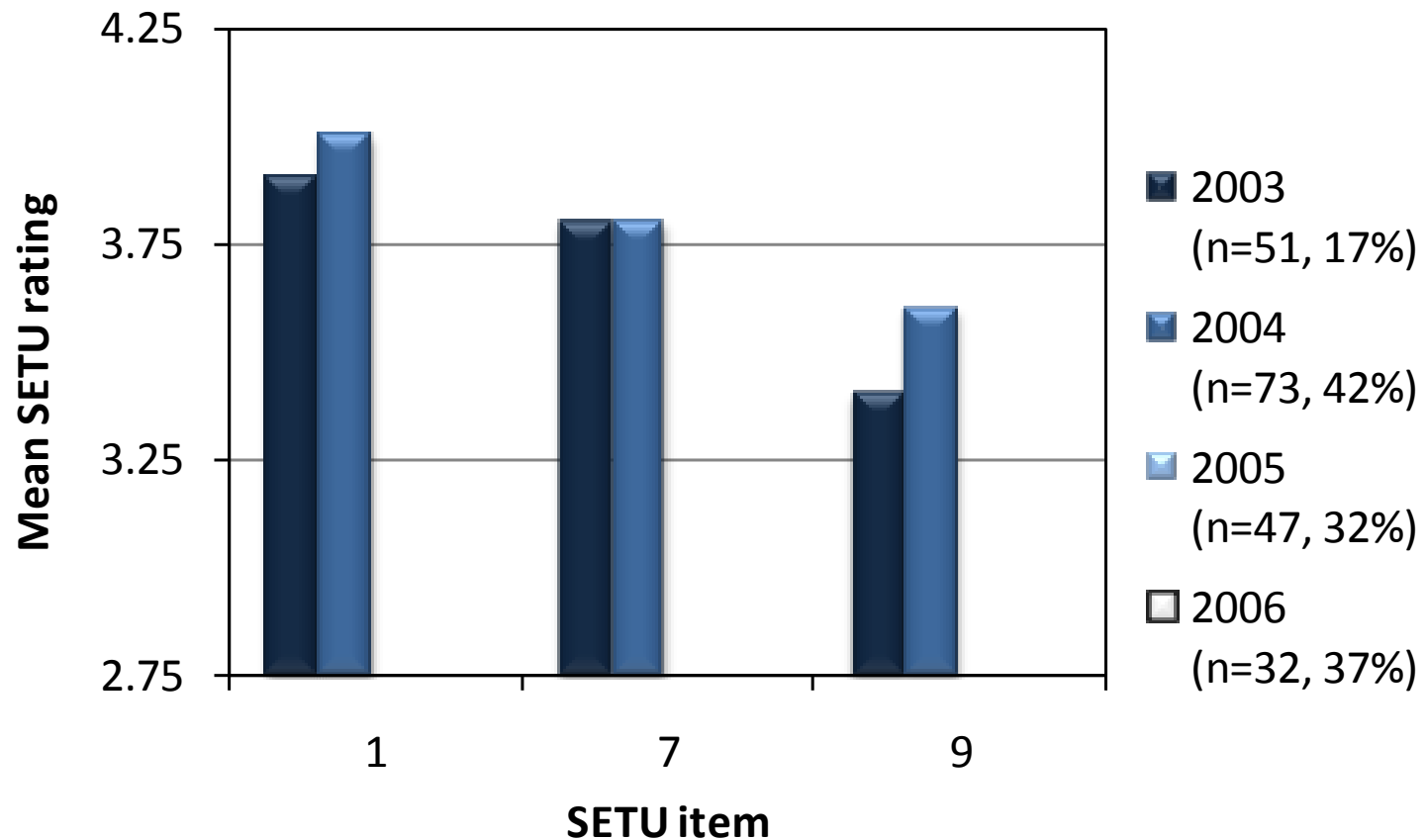
**Sig. Diff.**

# SETU and wholly online units

1. **\*This unit was well taught**
2. The course materials in this unit were of high quality
3. The workload in this unit was manageable
4. Requirements for completing the assessment tasks in this unit were clear
5. The teaching staff gave me helpful feedback
6. The library resources met my needs for this unit
7. **\*I would recommend this unit to other students**
8. The technologies used to deliver the online content in this unit performed satisfactorily
9. \*The on-line teaching and resources in this unit enhanced my learning experience
10. This unit challenged me to learn

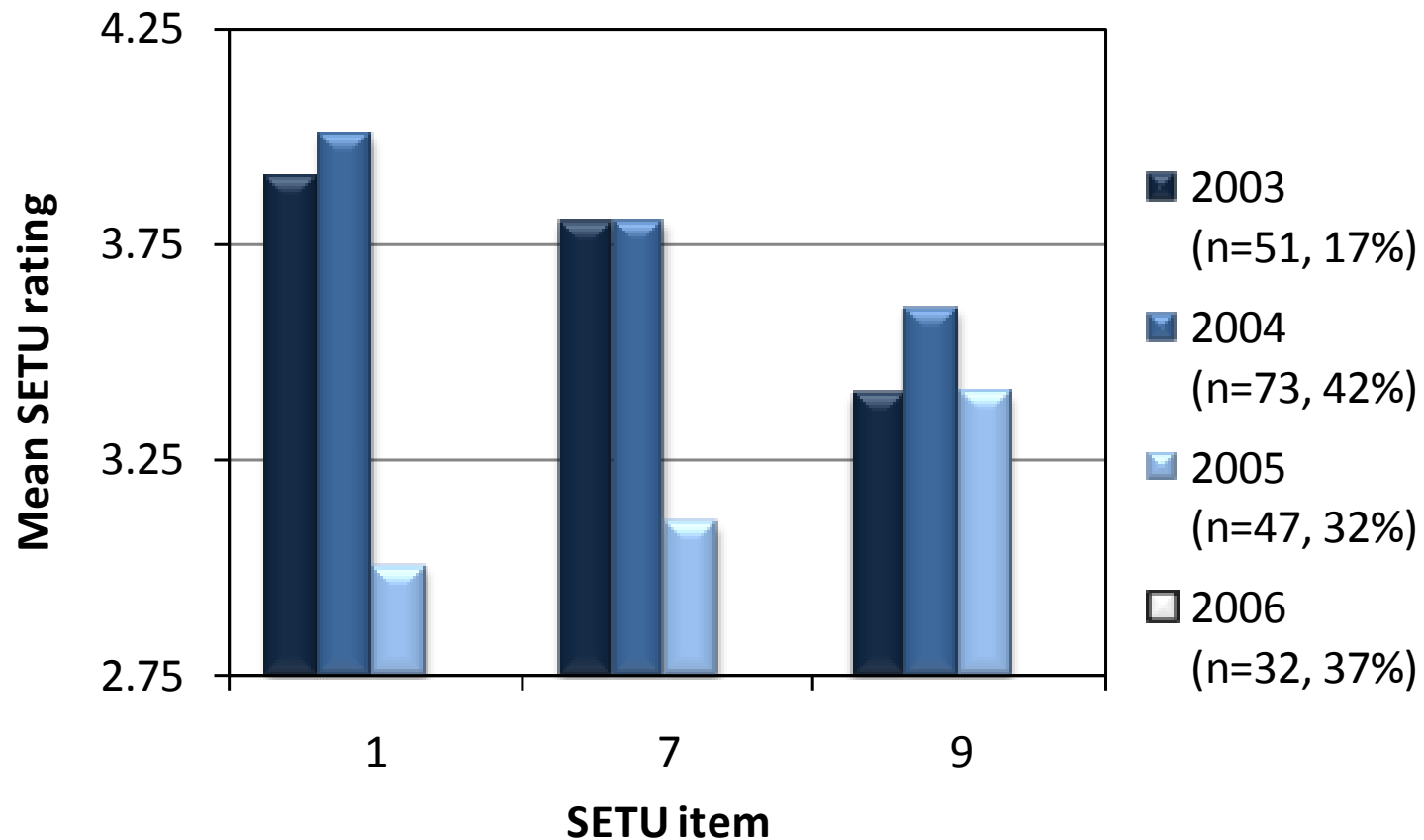
\* Reported to university Council

## Case study – SEB221

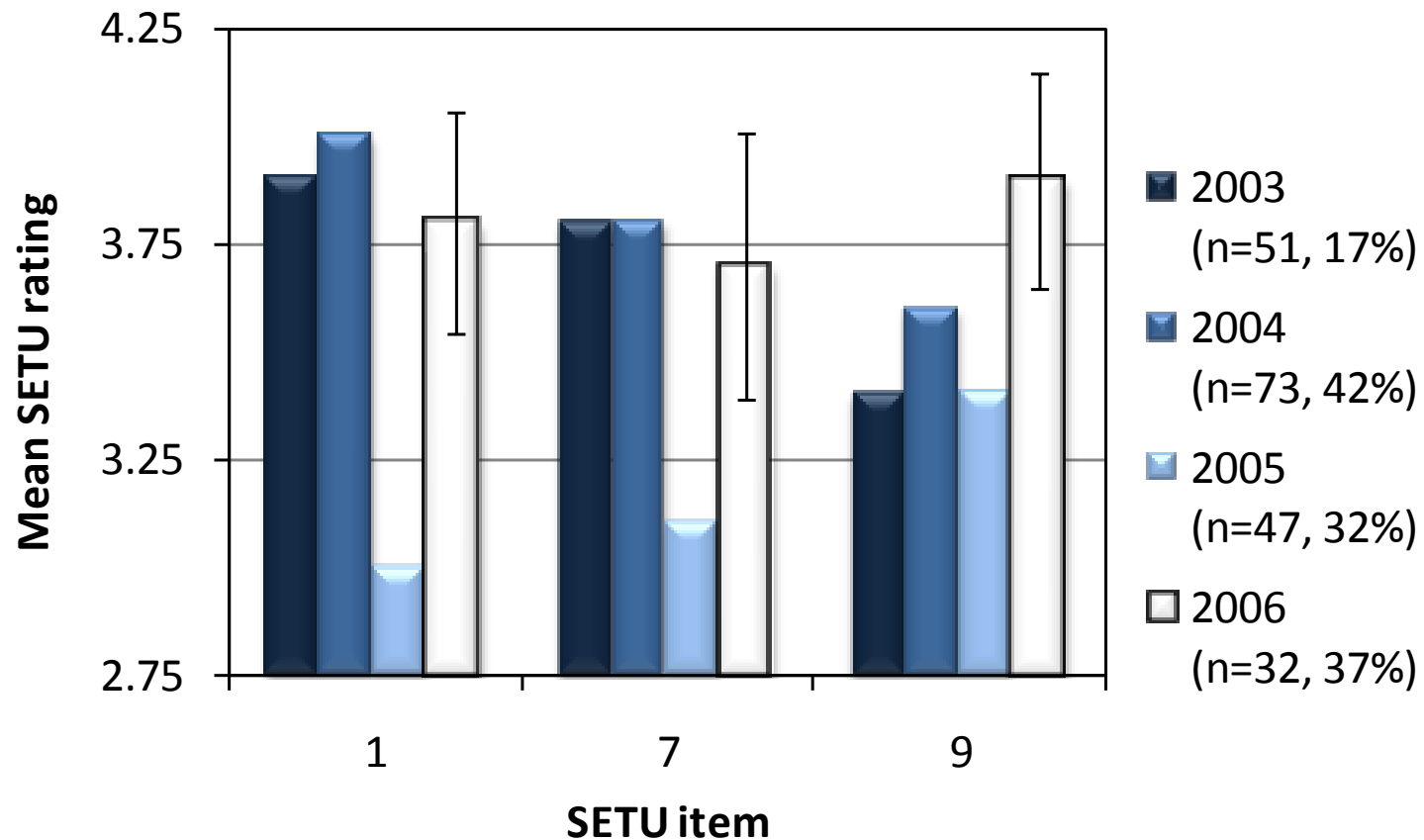




## Case study – SEB221



## Case study – SEB221



## Conclusions

**Mean ratings for the two ‘online’ SETU items** (item 8 – ‘The technologies used to deliver the online content in this unit performed satisfactorily’ and item 9 – ‘The on-line teaching and resources in this unit enhanced my learning experience’) **are strongly, significantly and positively correlated**

Comparing units offered in wholly online mode to units offered in all other modes, mean ratings for **SETU items 1** ‘this unit was well taught’ and **7** ‘I would recommend this unit to other students’ were **both significantly lower for wholly online units**

# Conclusions

**Class size had no significant influence** on either SETU item 8 or item 9

Mean ratings for SETU items 8 and 9 are **significantly and positively related to the enrolled year level** of the respondent, based on the groupings of 'early years' (first & second years), 'later years' (third & later years) and 'postgraduate' (programs beyond undergrad level)

Mean ratings for SETU items 8 and 9 are **significantly different between Faculties** – with the Faculty of Health having the highest mean rating for both items

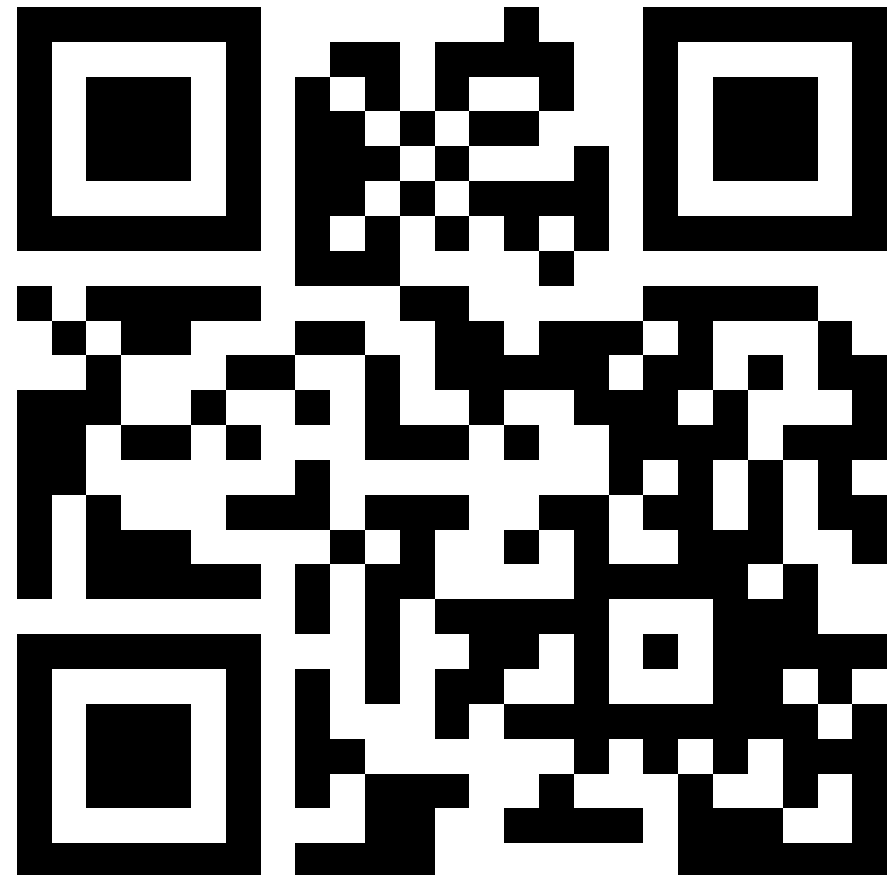


Thank you for your time



<http://myqr.co/zJrD>

**Presentation**



<http://myqr.co/lh6f>

**Paper**