Lecturers’ views on the nature and relevance of qualitative feedback collected at a Maths Support Centre

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Overview

• Why should an MSC collect qualitative data on students’ visits?

• What type of qualitative data should an MSC collect?
  o What should be captured in this data?
  o What level of detail is required?
  o Who is the data for?

• What is the most efficient and effective way of collecting this data?

• In what ways can this qualitative data be used to improve the support offered to students?
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/23/2015, 11:58:11 AM</td>
<td>Differentiation</td>
<td>(application and rules) - quite know what it meant so didn't know where to start looking. Went through characteristic equations and directed student to some good online notes. How to approach a problem that looked very difficult but once you got started actually turned out to be pretty straightforward. How to approach problems like this in the future.</td>
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<tr>
<td>2/23/2015, 2:53:58 PM</td>
<td>Integration</td>
<td>Integration - working on solving odes using the integrating factor method, limits of the solutions and also integration by parts.</td>
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<tr>
<td>2/23/2015, 3:24:11 PM</td>
<td>Sim. equations</td>
<td>Sim. equations (word problems) - Working on solving odes, integration by parts and solving equations using the integration factor method. Solving non-homogeneous second order equations using a particular solution and a homogeneous one.</td>
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MSC Feedback Triangle

Student

MSC

Lecturer

Identify trouble spots

- Number of students
- Nature of query
- Length of visit
- Real time
Research Questions

1. In what ways, if any, do lecturers find the feedback provided by the MSC on students’ visits, useful?

2. As a result of discussing the nature of the MSC feedback with the lecturer can the MSC improve its service?
Interview 1

Aims:
Check usage of system
General chat on MSC services
Show comments to see if they made sense
Interview 1

Outcomes:
Difficulty with access
Interviewer speaking too much!
Validation of tutor data
Various forms of feedback
Research Questions

1. In what ways, if any, do lecturers find the feedback provided by the MSC on students’ visits, useful?

2. As a result of discussing the nature of the MSC feedback with the lecturer can the MSC improve its service?

3. How does a lecturer get feedback from large classes? (And where does the MSC feedback sit in the general context of this feedback?)
Interview 2

Aims
Further validate the data
Checklist of feedback forms

Outcomes
Validated tutor entries
Variety of ways in which lecturers *implicitly monitor* students' learning in large maths lectures
Rank of most valuable feedback modes
Feedback from large classes

MSC Feedback

In-class & after class Qs

- CA (midterms, quizzes)
- UCD Module Feedback
- Staff-student fora
- Tutors

Statistics tracking
- Blackboard, Moodle, WebWork

Final Exam
Interview 3

1. Lecturers find MSC feedback useful as it:
   - is content based, accurate & in real-time
   - more specific/detailed than other feedback
   - is closest to in-class and after-class questions
   - formative rather than summative
   - reassures; confirms what is covered in lectures
   - collates all the info in one place.

2. Some gave examples of how it had impacted practice.
Some stats

Checked the System

No. of Lecturers

Interview 1  Interview 2  Interview 3

0  13  13
Some stats

- Is the feedback useful?
- Impact on practice
- Weekly email

<table>
<thead>
<tr>
<th>No. of lecturers</th>
<th>Is the feedback useful?</th>
<th>Impact on practice</th>
<th>Weekly email</th>
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<tbody>
<tr>
<td>0</td>
<td>12</td>
<td>9</td>
<td>10</td>
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</tbody>
</table>
Impact on practice

“It is more specific... you know what kind of exact type of question is being asked... So I mean it is the kind of feedback that would make me say “You know what, I will do that section in more depth” or “I will omit that”... it is not even just a topic but the part of a topic... whereas on the other kind of feedback you tend to get more generic style statements.”
Closing the Feedback Loop

Any questions?
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References


