

Case Study E: Assessing Students' Engagement and Responses

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Module discipline: Biochemistry

Approximate module size: 30 students

Level of module: 1st, 2nd & 3rd Year Undergraduate

Reasons for using analytics in the module

To assess students' engagement and responses to the material and pedagogic techniques employed.

Data sources/modelling approach

Data comes from Graphpad prism for MCQ data, comparing a pre and post module MCQ. We also used a qualitative evaluation of free text questionnaire and comment feedback form.

We employed these sources to identify areas of weakness in teaching methods/learning by students and techniques that actively engage students.

Impact of using data

The data allowed me to add additional elements that were engaging students, replacing elements that were less effective. Allowed me to identify common areas that the classes were weak in, and used this to add additional resources to enhance these common weak sections (such as additional lecture time or learning materials).

Gathering further data

Additional data was generated in some instances using Blackboard forums, where the number of posters and number of comments and reads was evaluated. However, only some classes (and this changed year on year) chose to engage with this resource (no reason of variability know- possibly improvements made to material based on feed back addressed the need for this some years?).

Advice for colleagues interested in using a data-enhanced approach

The more data you collect more you will think about what you are actually trying to achieve and evaluate exactly how you are trying to achieve this.