



Evaluation of the conversion to online teaching

1) Introduction to the evaluation

Dear student,

This semester has been very different from what we had planned and from a typical semester. We were almost halfway through the semester when we suddenly had to convert the teaching into digital formats due to the precautionary measures in connection with the coronavirus epidemic. This was a challenge for both students and lecturers as the entire structure and format of traditional teaching had to be changed with everyone having to adjust to new ways working and studying.

Having had to convert all courses into online-based teaching gives us the opportunity to learn more about how you as students have experienced and handled the coursework in a purely digital format. We can use this knowledge in our overall planning of the teaching, and if a similar situation arises in the future.

For that reason, we hope that you will spend a few more minutes completing the teaching evaluation for this semester. This will allow us to see what our students found useful, what did not work so well and how each of you handled your new study situation, which suddenly turned digital.

This teaching evaluation for this semester is thus divided into two parts:

1. The first part consists of questions concerning the teaching and your coursework after the physical lockdown of Aarhus University - i.e. from 13 March and the rest of the semester.
2. This is followed by the ordinary evaluation questions, where your answers must be based on your experiences of the teaching as a whole (e.g. the entire course).

Thank you for your help.

Best regards,

Per Andersen, vice-dean for education, Aarhus BSS

2) Intro text to the additional questions regarding the conversion

The following questions concern the period from 13 March and the rest of the semester in which the ordinary face-to-face teaching was suspended and converted into digital formats. The university is interested in finding out how you as a student experienced and handled your coursework during this period. The questions are not part of the ordinary teaching evaluation.

3) Descriptive questions about the format

Wording of the questions	Response category	Focus
<i>Questions supplements the standard forms a, b, c and supervision form</i>		
<i>- Form A: Lecture</i>		
The converted teaching largely consisted of: <ul style="list-style-type: none"> • Individual reading of the syllabus • Individual assignments • Group assignments or similar collaborations with fellow students • PowerPoint slides • PowerPoint slides with lecturer voiceover • Recorded video presentations featuring the lecturer • Recorded video presentations featuring fellow students • Video conferences or video meetings with the lecturer and fellow students • Other solutions (elaborate here) 	Tick more than one box	Format
How much of the scheduled teaching activities were completed after the alteration into online teaching	Approximately: 0%,25%,50%, 75%, 100%	The degree of conversion
<i>- Standard form B: Lectures and small group teaching</i>		
How much of the scheduled lectures were completed after the alteration into online teaching	Approximately: 0%,25%,50%, 75%, 100%	The degree of conversion
How much of the scheduled small group teaching were completed after the alteration into online teaching	Approximately: 0%,25%,50%, 75%, 100%	
<i>- Standard form C: teaching and supervision</i>		
How much of the scheduled teaching activities were completed after the alteration into online teaching	Approximately: 0%,25%,50%, 75%, 100%	The degree of conversion
Supervision:		
The converted supervision was largely conducted through: <ul style="list-style-type: none"> • Video conferences or video meetings 	Tick more than one box	

<ul style="list-style-type: none"> • Email communication • Recorded feedback on text or other material with additional interaction with the supervisor • Recorded feedback on text or other material without additional interaction with the supervisor • Online group meeting with the possibility of interacting with fellow students (e.g. peer feedback) • Other solutions (elaborate here) 		
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4) Value/questions on the quality (course level)

Wording of the questions	Response category	Focus
The lecturer has kept us continuously informed on what assignments to solve, deadlines, etc.	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	Balancing mutual expectations and structure
It has been made clear to me how I was expected to work with the material and solve the assignments*	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
The lecturer gave me good opportunity to structure my teaching and learning activities within my own time schedule.	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
I have been able to access the resources and material that was used in the teaching during the period**	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	Teaching material and activities
The course material and resources were well aligned in relation to what we were expected to learn *	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
The online assignments that were provided during the period were well chosen and useful in relation to the learning objectives*	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
I have by and large read the course literature and completed the assignments during the period with converted teaching **	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
		The students' work efforts and study approach

I was actively involved in the teaching activities on the course during the period with converted teaching***	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
I have carefully planned my daily life as a student to make sure that I finished the entire syllabus and completed the assignments*	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
In my opinion, my fellow students seemed committed to the teaching and learning activities during the period *****	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
It has been difficult for me to study without being interrupted (e.g. by children at home or by my own procrastinations).	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
I have been able to get academic help and support from my fellow students*	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
What has worked well in relation to your online coursework ****	Open text field	
What has worked less well in relation to your online coursework ****	Open text field	
Which online tools have you used to support your collaboration?	Open text field	
There has been a good coherence between the teaching before and after the conversion **	Strongly disagree – disagree – Neither agree nor disagree, agree, strongly agree, Not relevant	
I rate the overall outcome of the converted teaching as:*	Very significant outcome_Significant outcome_Some outcome_Limited outcome_No outcome	

About the questions

- Questions marked by * are either a standard question in Aarhus BSS' course evaluation, part of the question bank with supplementary questions or are based on existing questions from the bank.
- Questions marked by ** take point of departure in Ginns & Ellis (2007)
- Questions marked by *** take point of departure in Barnard, Paton & Lan (2008)
- Questions marked by **** are taken from AU Studypedia's online student vote
- Questions marked by ***** take point of departure in a current research project by Stenalt

References

Barnard, L., Paton, V., & Lan, W. (2008). "Online Self-Regulatory Learning Behaviors as a Mediator in the Relationship between Online Course Perceptions with Achievement". *The International Review of Research in Open and Distributed Learning*, 9(2). <https://doi.org/10.19173/irrodl.v9i2.516>

Ginns, P., & Ellis, R. (2007). "Quality in blended learning: Exploring the relationships between on-line and face-to-face teaching and learning". *The Internet and Higher Education*, 10(1), 53-64.

5) Transition to standard questions

"Dear student on the course XXXX

We would like to ask you some questions about your outcome from the course. The first questions concern your own contribution to the course."

These are followed by the standard questions on commitment, the structure of the course, feedback, communication and outcome related to either lectures, classroom instruction or supervision, cf. https://medarbejdere.au.dk/fileadmin/ingen_mappe_valgt/BSS_kursusevaluering/Fuldtidsuddannelser_2020_DA.pdf

The last part thus concerns the ordinary teaching evaluation at Aarhus BSS, cf. <https://medarbejdere.au.dk/fakulteter/bs/undervisning-og-eksamen/digital-kursusevaluering/>