

USING MOODLE TO COLLECT AND ANALIZE THE STUDENT FEEDBACK FORMS FOR TEACHER EVALUATION

UTILIZAREA MOODLE PENTRU COLECTAREA ȘI ANALIZAREA FIȘELOR DE EVALUARE A CADRELOR DIDACTICE

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Abstract. *At the end of each academic semester, the students from USAMV Iasi are asked to fill in a standard assessment sheet to state their opinion on the quality of teaching performed by every teacher they had classes with. The paper proposes the use of the Management Information System capabilities of the Moodle e-learning environment to collect and analyze these feedback sheets. This would lead to saving materials, time, and subsequent processing effort.*

Keywords: Moodle, e-learning, feedback

Rezumat. *La fiecare sfârșit de semestru, studenții USAMV Iași sunt rugați să completeze câte o fișă de evaluare pentru fiecare cadru didactic cu care au avut ore în semestrul respectiv. În prezent, acest lucru se face folosind formulare de hârtie. Lucrarea propune utilizarea capacităților de management al informațiilor ale mediului de e learning Moodle pentru colectarea și centralizarea în format electronic a acestor fișe de evaluare. Acest lucru ar duce la economie de materiale, de timp și de efort ulterior pentru procesarea și analiza informațiilor primite.*

Cuvinte cheie: Moodle, e-learning, feedback

INTRODUCTION

At the end of each academic semester, the students from USAMV Iasi are asked to fill in a standard assessment sheet to state their opinion on the quality of teaching performed by every teacher they had classes with. Presently, this is done using paper forms that are subsequently processed.

Using the Management Information System capabilities that Moodle has can be used to collect and process such forms in electronic form.

PROPOSED APPROACH

In the beginning of the 2012-2013 academic year, a Moodle e-learning platform was installed and put into use at The University of Agricultural Sciences and Veterinary Medicine of Iasi. Its end users are the university students who benefit from the courses developed by their teachers. More than 4200 users are now registered: the students in the bachelor cycle, and the respective teaching staff.

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Moodle has good Management Information System capabilities (Hollowell, 2011) that allows using it to collect and analyze these feedback sheets in electronic form. This would lead to saving materials, time, and subsequent processing effort.

The general idea is that in Moodle 2.1 the teacher can build, among other activities that he includes within a course, an activity that asks students to state their opinions on different matters, for example on the level of the course material, or on the quality of the teaching activity. Such an activity is (of course) called *feedback*. It consists of a series of questions that are included within a form. There are several (Rice, 2011) types of questions that can be included: multiple choice (rated or not rated), numeric answers, short text answers etc.

A feedback can be signed or anonymous as the teacher decides when building the activity.

This is how feedbacks work. Students are asked to execute the feedback activity in a certain period of time. Each student fills in the electronic form and return it to the teacher. When the completion time is over, the teacher will look over the received answers. He also has the possibility to view statistics that Moodle automatically performs on the set of answers. It is also possible for the teacher to export these statistics in Excel format for further processing.

Following is **the proposed approach** for solving the teaching evaluation task. We will use personas to describe the process. These personas are:

- *Admin* – the Moodle platform administrator
- *Head of Department* – the head of the teaching department in the university where the evaluation takes place
- *Teacher* – a member of the the respective department
- *Students* – the students that had classes with Teacher

The starting point is the building of a template course, say **Evaluation 0**. Admin creates and saves it for further utilisation in several copies. This course contains a single activity: a feedback. This is built according to the classical paper form used to evaluate teaching activity within the university. Figure 1 shows a section of the feedback form (in Romanian). All the questions showed in this section are of the type *multiple choice – single answer*. There are also (Rice, 2011; https://docs.moodle.org/21/en/Main_page) other types of questions included in the form: numeric answers for rating levels of satisfaction, and text answers for making personal suggestions.

Using the **Evaluation 0** course, *Admin* will create a course regarding *Teacher*, say **Evaluation Teacher**. The *Students* would be later enrolled in this course. But also *Admin* sets this course to be managed by *Head of Department*, not by *Teacher*. In other words, through the **Evaluation Teacher** course *Head of Department* will ask *Students* for their opinion about *Teacher*.

Admin will create (Büchner, 2011) a separate course for each *Teacher* in the department, and all of these courses will be managed by *Head of Department*.

The students enrolment to the evaluation courses should be made by , but is likely that he will ask Admin for some help in this matter. To accomplish the

enrolments, *Admin* will need to receive from *Head of Department* the groups of *Students* corresponding to each *Teacher*. had classes with must possess this information.

Fișă de evaluare

Mode: Anonymous
 (*)Answers are required to starred questions.

Cadrul didactic este punctual la ore?*

☐ Este foarte punctual
 ☒ Este destul de punctual
 ☐ Acceptabil
 ☐ Nu prea punctual
 ☐ NU este punctual

Cadrul didactic valorifică în întregime timpul pentru a explica problematica disciplinei?*

☒ Valorifică foarte bine
 ☐ Valorifica bine timpul
 ☐ Oarecum
 ☐ Nu prea bine
 ☐ NU

Explicațiile cadrului didactic sunt clare?*

☐ Foarte clare
 ☐ Clare
 ☒ Acceptabil
 ☐ Nu prea clare
 ☐ NU sunt clare

Cadrul didactic organizează bine activitatea de curs / seminar?*

☐ Foarte bine
 ☒ Bine
 ☐ Acceptabil
 ☐ Slab
 ☐ Foarte slab

Fig. 1 - A section of the feedback form (in Romanian)

Putting into operation the evaluation process means to ask students to fill in the evaluation forms. Generally speaking, a student that logs in to the e-learning site will only see the list of courses that he is enrolled in. Among these, he will see one **Evaluation Teacher** course for each *Teacher* he had classes with. These courses will become visible within a certain period of time which is set by *Head of Department* who manages them. In this period of time all the students should access and perform the feedback activities.

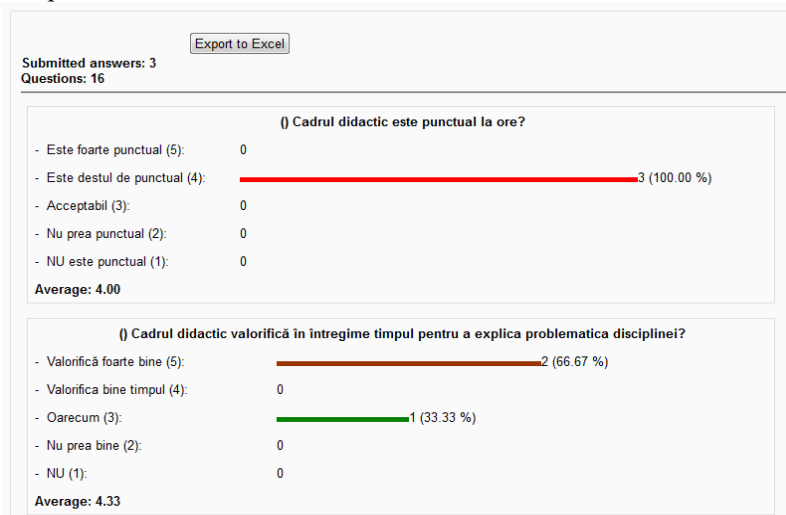


Fig. 2 - Statistics performed on the collected answers

After the closing of the evaluation interval, *Head of Department* will process the feedback for each member of the department. To this effect, he will enter (as course manager) every **Evaluation Teacher** course and perform the available statistics. He can also export in Excel those statistics. Figure 2 shows an example of such statistics performed with fictive test data.

CONCLUSIONS

A procedure was proposed for collecting the assessment forms that state the students opinion on the quality of teaching. This procedure involves using the Management Information System capabilities of the Moodle e-learning environment.

The first real world application of the described procedure is planned for the end of the first semester of the university year 2014-2015 in the Department of Sciences of The University of Agricultural Sciences of Iasi.

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