

**Implementation of a course evaluation system
– Facilitating faculty and student contributions**

Hans Havtun¹, Ida Naimi-Akbar¹, Sara Nyberg¹, Niclas Hjelm²

¹Higher Education Research and Development
Department of Learning
School of Industrial Engineering and Management

²Basic Natural Science
Biomedical Engineering and Health Systems
School of Engineering Sciences in Chemistry, Biotechnology and Health

KTH Royal Institute of Technology
Stockholm, Sweden

ABSTRACT FOR PUBLICATION

In 2013, our university initiated a pilot project to develop a course evaluation and analysis system yielding student feedback that could be used for course development, and enable faculty members to share their experience.

The system, termed Systematic Course Analysis (SCA) process, consists of at least three different steps in a cyclic process including evaluation, analysis, and course development before the course is offered again. In addition, teachers can choose to include student involvement in the analysis step, as well as participate in professional development through workshops and courses in teaching and learning.

For the evaluation step in the process, the pilot project developed the Learning Experience Questionnaire (LEQ). It was developed for the purpose of investigating the students' learning environment based on findings from educational research and consists of 22 statements to be answered on a 7-step Likert scale, as well as 4 open questions.

In the analysis step, one of the main ideas was to facilitate pedagogical discussions and experience exchange between faculty at a course analysis meeting. To such a meeting, each faculty member brings a set of questionnaire data to enable e.g. comparisons between classroom practice, course design, and course assessment. Through discussions during the meeting, experience is shared and development areas for both faculty and courses can be identified. In 2017, the president of the university decided on new regulations concerning course evaluation and analysis highlighting collegial experience exchange as an important required element.

As a part of the project, the questionnaire was implemented into the university's IT infrastructure to simplify the data acquisition process. The system automatically sends out reminders to students to fill out the questionnaire, as well as compiling statistical data once the questionnaire is closed. The IT implementation was later extended to offer a course analysis tool in which focus is turned to course development.

In this paper we present statistical data showing the penetration of the SCA process at the university. We visit departments where the process is used to varying degrees, and through interviews we investigate which steps in the process that are utilized at those departments. We present teachers' experience with questionnaire, the collegial analysis meetings, with including students in the course analysis and course development steps, as well as their wishes for new features in the process. We also interview members of faculty at departments where the SCA process is not used, and are given the reasons why this is.