

Vytautas Magnus University Student Survey Results On Teaching and Learning

Autumn 2020



VYTAUTO
DIDŽIOJO
UNIVERSITETAS
MCMXXII

Išsilavinimas 360°



Survey purpose and scope

At the end of each semester, the university students of bachelor, master, integrated and professional studies provide an opinion on teaching and learning in study courses in an electronic survey.

In the survey, students evaluated teaching according to 8 statements.

In evaluation of learning, students were inquired if they had completed all the tasks provided by teachers, how many classes they had attended and what their general self-evaluation would be.

10-point rating scale was used, when 1 meant the lowest rating (*extremely poor*), 10 – the highest rating (*excellent*). 0 – *I do not know / I do not have an opinion / not applicable* – was eliminated.

Average evaluation score and % of respondents in academic units

Unit	Teaching evaluation	Learning evaluation	Respondents %		Unit	Teaching evaluation	Learning evaluation	Respondents %
1. MA	9.79	9.29	11.18		8. PMDF	9.06	8.77	22.21
2. HMF	9.22	8.52	24.76		9. SMF	9.06	8.66	28.64
3. MF	9.14	8.55	18.51		10. ŽŪA	9.06	8.65	19.65
4. IF	9.14	8.44	20.27		11. KTF	8.95	8.56	24.92
5. TF	9.13	8.72	14.88		12. UKI	8.92	8.25	33.13
6. ŠA	9.12	8.91	18.90		13. GMF	8.90	8.56	18.54
7. EVF	9.10	8.90	21.32		VDU	9.09	8.65	21.20

Teaching evaluation in study cycles

Statements about teaching	Average evaluation score				
	All respondents	BA students	MA students	Integrated studies students	Professional studies students
The teacher complied with ethical requirements in the course.	9.57	9.57	9.59	9.60	9.56
The teacher provided the main course information in MOODLE or other distance environment.	9.39	9.38	9.41	9.35	9.70
The study content was illustrated by examples.	9.25	9.25	9.19	9.36	9.45
The evaluation criteria were clear to me.	9.04	9.04	9.02	9.05	9.37
The teacher clearly delivered the course.	8.99	8.99	8.93	9.14	9.30
Teaching was well-organised.	8.95	8.94	8.91	9.06	9.24
The teacher's feedback on my assignments was helpful for me.	8.89	8.87	8.93	8.94	9.23
The study methods applied by the teacher encouraged my active participation in the course.	8.66	8.61	8.79	8.78	9.14

Teaching evaluation by Lithuanian and international students

Statements about teaching	Average evaluation score		
	All respondents	Lithuanian students	International students
The teacher complied with ethical requirements in the course.	9.57	9.59	9.31
The teacher provided the main course information in MOODLE or other distance environment.	9.39	9.33	9.20
The study content was illustrated by examples.	9.25	9.23	9.04
The evaluation criteria were clear to me.	9.04	9.02	8.91
The teacher clearly delivered the course.	8.99	8.98	8.87
Teaching was well-organised.	8.95	8.89	8.98
The teacher's feedback on my assignments was helpful for me.	8.89	8.89	8.76
The study methods applied by the teacher encouraged my active participation in the course.	8.66	8.63	8.69

The number of teaching cases with the highest and lowest evaluation scores: general evaluation of teaching in semester

Unit	Number of teaching cases with highest scores (avg. eval. – 9 \geq ; respondents % – 30% \geq or 25% \geq when number of students per semester 100 and more; 10 pers. \geq)	Number of teaching cases with lowest scores (avg. eval. – 6,00 \leq ; 5 pers. \geq)
EVF	5	-
GMF	1	2
HMF	24	-
IF	10	1
KTF	3	-
MA	2	-
MF	3	-
PMDF	9	-
SMF	10	1
ŠA	14	-
TF	1	-
UKI	9	-
ŽŪA	16	3
In total:	107	7

Learning evaluation in study cycles

Answers	Percentage of respondents				
	All respondents	BA students	MA students	Integrated studies' students	Professional studies' students
How many classes provided by the teacher have you attended (or participated online)?					
All of classes	60.48%	57.79%	67.22%	67.1%	86.61%
Most classes	32.31%	34.01%	28.59%	29.05%	12.5%
Some classes	6.37%	7.31%	3.73%	3.6%	0.89%
None of the classes	0.84%	0.9%	0.46%	0.26%	0%
How many tasks provided by the teacher have you completed (preparation for classes, homework and other assignments)?					
All of tasks	77.64%	76.33%	82.28%	74.81%	97.32%
Most tasks	17.41%	18.42%	14.73%	13.88%	2.68%
Some tasks	2.41%	2.66%	1.98%	1.03%	0%
None of the tasks	0.34%	0.35%	0.37%	0.26%	0%
No tasks were provided by the teacher	2.19%	2.23%	0.64%	10.03%	0%

Learning evaluation by Lithuanian and international students

Answers	Percentage of respondents		
	All respondents	Lithuanian students	International students
How many classes provided by the teacher have you attended (or participated online)?			
All of classes	60.48%	60.7%	58.33%
Most classes	32.31%	32.16%	33.76%
Some classes	6.37%	6.33%	6.72%
None of the classes	0.84%	0.8%	1.2%
How many tasks provided by the teacher have you completed (preparation for classes, homework and other assignments)?			
All of tasks	77.64%	77.68%	77.33%
Most tasks	17.41%	17.26%	18.89%
Some tasks	2.41%	2.42%	2.3%
None of the tasks	0.34%	0.29%	0.83%
No tasks were provided by the teacher	2.19%	2.35%	0.65%

Summary of respondents' comments

POSITIVE COMMENTS

The study content is presented in an interesting, informative way with plenty of examples.

Teachers have well adapted the study content to online teaching and learning.

Interactive discussions are organised in study classes.

Interesting study tasks and clear assessment criteria are presented.

Teachers demonstrate a positive attitude and understanding towards students.

Summary of respondents' comments

PROPOSALS FOR IMPROVEMENT

Store recorded lectures in MOODLE environment.

Provide more structured, summarized essential information needed for lectures.

Reduce the load of laboratory work and the volume of study material.

Do not move away from the essence of the study course and its material.

Provide more feedback to students.

What's next? Teaching cases with the highest evaluation scores

- Good teaching examples are shared at the Faculty, Academy meetings.
- The best evaluated teachers of the semester are provided with the digital badges in the MOODLE environment.
- The best evaluated teachers of the academic year are awarded at the end of the academic year.

What's next? Unfavorably evaluated teaching cases

- In cases of unfavorably evaluated teaching, faculties and academies are invited to discuss the reasons of such evaluation with the teachers and plan further actions to improve the quality of teaching.
- Professional development opportunities are suggested for teachers.
- If unfavorable evaluation is repeated in the next semester and the reasons are related to insufficient quality of teaching, such cases shall be discussed in the faculty or academy council, where decisions are taken to ensure the causes of poor-quality teaching are eliminated.
- If the teaching quality is poorly evaluated over three semesters, an extraordinary teacher certification may be initiated.

THANK YOU FOR COOPERATION

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