# Vytautas Magnus University Student Survey Results on Teaching and Learning

## Autumn 2022

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MAGNUS
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# 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.

**Teaching** was evaluated according to 8 statements in the survey.

The evaluation of **learning** was focused on the performance of the tasks provided by teachers, the attendance of the study classes and general self-evaluation.

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

# Average Evaluation Score and Percentage of Respondents in Academic Units

| Unit | Teaching evaluation | Learning evaluation | Respondents % |
|---|---|---|---|
| 1. Faculty of Economics and Management | 9.35 | 9.00 | 28.03 |
| 2. Faculty of Natural Sciences | 8.91 | 8.58 | 25.79 |
| 3. Faculty of Humanities | 9.03 | 8.56 | 31.98 |
| 4. Faculty of Informatics | 9.29 | 8.50 | 26.54 |
| 5. Faculty of Catholic Theology | 9.38 | 8.61 | 30.60 |
| 6. Faculty of Arts | 9.13 | 8.75 | 24.34 |
| 7. Faculty of Political Science and Diplomacy | 9.16 | 8.80 | 25.16 |
| 8. Faculty of Social Sciences | 9.31 | 8.74 | 27.84 |
| 9. Faculty of Law | 8.83 | 8.37 | 27.15 |
| 10. Institute of Foreign Languages | 9.29 | 9.03 | 39.05 |
| 11. Music Academy | 9.70 | 9.07 | 7.50 |
| 12. Education Academy | 9.19 | 8.42 | 23.92 |
| 13. Agriculture Academy | 9.35 | 8.75 | 31.70 |
| **VMU** | **9.20** | **8.78** | **27.05** |

# Teaching Evaluation in Study Cycles

| Statements about teaching | Average evaluation score | | | | |
|---|---|---|---|---|---|
| | All respondents | BA respondents | MA respondents | Integrated studies' respondents | Professional studies' respondents |
| The teacher complied with ethical requirements in the course. | 9.65 | 9.65 | 9.69 | 9.43 | 9.64 |
| The teacher provided the main course information in MOODLE or other distance environment. | 9.45 | 9.42 | 9.53 | 9.36 | 9.55 |
| The study content was illustrated by examples. | 9.33 | 9.32 | 9.38 | 9.07 | 9.33 |
| The evaluation criteria were clear to me. | 9.19 | 9.18 | 9.23 | 8.96 | 9.21 |
| The teacher gave constructive feedback on the tasks performed by me and / or the student group. | 9.07 | 9.04 | 9.16 | 8.82 | 9.17 |
| The teacher clearly delivered the course. | 9.07 | 9.06 | 9.14 | 8.74 | 9.18 |
| Teaching was well-organised. | 9.07 | 9.05 | 9.12 | 8.69 | 9.19 |
| The study methods applied by the teacher encouraged my active participation in the course. | 8.80 | 8.72 | 9.02 | 8.36 | 9.18 |

# Teaching Evaluation by Lithuanian and International Respondents

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| Statements about teaching | Average evaluation score | | |
|---|---|---|---|
| | All respondents | Lithuanian respondents | International respondents |
| The teacher complied with ethical requirements in the course. | 9.65 | 9.66 | 9.51 |
| The teacher provided the main course information in MOODLE or other distance environment. | 9.44 | 9.46 | 9.35 |
| The study content was illustrated by examples. | 9.33 | 9.34 | 9.18 |
| The evaluation criteria were clear to me. | 9.19 | 9.20 | 9.12 |
| The teacher gave constructive feedback on the tasks performed by me and / or the student group. | 9.07 | 9.08 | 8.97 |
| The teacher clearly delivered the course. | 9.07 | 9.08 | 9.01 |
| Teaching was well-organised. | 9.07 | 9.07 | 9.05 |
| The study methods applied by the teacher encouraged my active participation in the course. | 8.80 | 8.79 | 8.89 |

# 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* | Number of teaching cases with lowest scores** |
|---|---|---|
| Faculty of Economics and Management | 22 | 1 |
| Faculty of Natural Sciences | 10 | 2 |
| Faculty of Humanities | 35 | 1 |
| Faculty of Informatics | 15 | - |
| Faculty of Catholic Theology | 2 | - |
| Faculty of Arts | 8 | 2 |
| Faculty of Political Science and Diplomacy | 14 | - |
| Faculty of Social Sciences | 15 | - |
| Faculty of Law | 8 | 1 |
| Agriculture Academy | 52 | 1 |
| Education Academy | 25 | 1 |
| Institute of Foreign Languages | 24 | - |
| **VMU** | **230** | **9** |

*Average evaluation – 9 and more;
&
respondents in % – 30% and more OR 25% and more when number of students per semester 100 and more;
&
respondents in persons – 10 and more.

**Average evaluation – 6 and less;
&
5 persons and more.

# Learning Evaluation in Study Cycles

| Answers | Percentage of respondents (%) | | | | |
|---|---|---|---|---|---|
| | **All respondents** | **BA respondents** | **MA respondents** | **Integrated studies' respondents** | **Professional studies' respondents** |
| **How many classes provided by the teacher have you attended (or participated online)?** | | | | | |
| All of classes | 50.77 | 45.26 | 59.34 | 60.36 | 80.59 |
| Most classes | 38.27 | 41.35 | 34.43 | 33.44 | 17.72 |
| Some classes | 10.02 | 12.25 | 5.69 | 5.87 | 1.27 |
| None of the classes | 0.94 | 1.14 | 0.54 | 0.33 | 0.42 |
| **How many tasks provided by the teacher have you completed (preparation for classes, homework and other assignments)?** | | | | | |
| All of tasks | 79.27 | 77.42 | 85.28 | 65.74 | 97.47 |
| Most tasks | 15.96 | 17.59 | 11.95 | 19.25 | 2.53 |
| Some tasks | 2.31 | 2.55 | 1.55 | 3.26 | - |
| None of the tasks | 0.24 | 0.26 | 0.15 | 0.82 | - |
| No tasks were provided by the teacher | 2.22 | 2.18 | 1.07 | 10.93 | - |

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# Learning Evaluation by Lithuanian and International Respondents

| Answers | Percentage of respondents (%) | | |
|---|---|---|---|
| | All respondents | Lithuanian respondents | International respondents |
| **How many classes provided by the teacher have you attended (or participated online)?** | | | |
| All of classes | 50.77 | 51.03 | 48.2 |
| Most classes | 38.27 | 38.17 | 39.3 |
| Some classes | 10.02 | 9.87 | 11.4 |
| None of the classes | 0.94 | 0.93 | 1.1 |
| **How many tasks provided by the teacher have you completed (preparation for classes, homework and other assignments)?** | | | |
| All of tasks | 79.27 | 79.23 | 79.67 |
| Most tasks | 15.96 | 15.96 | 15.98 |
| Some tasks | 2.31 | 2.29 | 2.49 |
| None of the tasks | 0.24 | 0.24 | 0.21 |
| No tasks were provided by the teacher | 2.22 | 2.28 | 1.65 |

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# Summary of Respondents' Comments (1)

**Positive comments:**

Smooth communication, empathetic, respectful and kind attitude of the teachers towards the students creates a cosy environment in lectures and encourages students to take deeper interest in their study courses.

All main study information is presented in a timely, organized and structured manner on Moodle and is constantly updated, clearly formulated requirements for homework and other assignments, examples of written work and revision tests help prepare better for assignments.

Relevant, real-life, interesting and illustrative examples and useful practical exercises in the presentation of the study material are interesting and help to connect theory and practice.

Clear and constantly reminded assessment criteria and deadlines help students to study without stress and tension.

# Summary of Respondents' Comments (2)

## Proposals for improvement:

Lecture material presented clearly and concisely, emphasizing the most important subjects, providing more counselling on the questions that have arisen would help students to go deeper into the content of the study course.

More diverse study methods and tools (e. g. writing weekly reflections, Kahoot, studying scientific articles in groups, watching and discussing films, etc.) applied during lectures, flexibly adjusted to students' needs and capabilities would motivate students to participate more actively in lectures and help them acquire the necessary skills.

More structured lectures, better organized seminars and laboratory works without digression from the information presented in the lectures would make studying easier.

Faster feedback providing more comments on completed tasks and timely information on the results of interim assessments would help students to better understand their mistakes, learn from them and improve.

# What's Next? Use of the Survey Results

| Teachers | Students |
|---|---|
| ✓ Discussion of students' suggestions and possibilities to practice them during the first classes;<br>✓ Applicability of students' suggestions in study courses;<br>✓ Sharing good teaching practices;<br>✓ In case of unfavorable evaluation – discussing reasons and solutions with study program (field) committee and administration;<br>✓ Review of opportunities for competence development, according to the reasons of teaching evaluation. | ✓ Ensuring the quality of studying by actively participating in study activities and performing tasks;<br>✓ Involvement in study quality surveys and submission of suggestions. |

# What's Next? Use of the Survey Results

| Administration | Study program (field) commitee |
|---|---|
| ✓ Organizing the sharing of good teaching examples;<br>✓ In case of unfavorable evaluation – discussing reasons and solutions with study program (field) committee and teachers;<br>✓ Initiation and organization of teachers' competence development. | ✓ Initiation and organization of sharing of good teaching examples;<br>✓ In case of unfavorable evaluation – discussing reasons and solutions with teachers and administration;<br>✓ Initiation and organization of teachers' competence development;<br>✓ Inclusion of the survey results in the study program improvement plan;<br>✓ Dissemination of the adopted improvement decisions to the students of the study program, teachers and other related persons;<br>✓ Implementation and monitoring of improvement actions. |

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# THANK YOU FOR COOPERATION

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