CEQuery

• The need

• The aim of my session
  - Overview of how CEQuery works
  - Some key findings from the EIP
  - Emerging uses
What is CEQuery

- IT-enabled analysis of large amounts of qualitative data on HE learning & teaching
- Wide range of custom analyses against any of the CEQ demographic categories or items
- Results in tabular, graphical or digital modes
- Allows user to test the veracity of the coding by showing the comments that made up the count
- Five Domains and 26 Subdomains
CEQuery Coding Domains

- Assessment
- Course Design
- Outcomes
- Staff
- Support
CEQuery Subdomains

- Assessment
  - Expectations
  - Feedback
  - Marking
  - Relevance
  - Standards

- Course Design
  - Flexibility
  - Learning methods
  - Practice-theory links
  - Relevance
  - Structure
CEQuery Subdomains cont’d

- Outcomes
  - Further learning
  - Intellectual
  - Interpersonal
  - Personal
  - Knowledge/skills
  - Work application

- Staff
  - Accessibility
  - Practical experience
  - Quality & attitude
  - Teaching skills
CEQuery Subdomains cont’d

• Support
  - Infrastructure
  - Learning resources
  - Library
  - Social affinity
  - Student administration
  - Student Services
Hit rates at the Domain Level
Comment type is: needs_improvement

Bars represent the percentage of the 16574 Hit Rates for - needs_improvement comments in which a hit was found for each of the above basic Domains.

- Left click a bar to drill-down to Sub-Domain hit rates.
- Right click a bar to see the relevant comments for a Domain.
Hit Rates at the Sub-Domain Level
Comment type is: needs_improvement
Domain is: staff

accessibility
practical_experience
quality
teaching_skills
unspecified

Bars represent the percentage of the 16574 Hit Rates for needs_improvement: Domain staff comments in which a hit was found for each Sub-Domain of the basic domain staff.

-Left click a bar to see the comments with hits on a Sub-Domain
Some lecturers provided poor lectures and in some subjects the questions in the final exam were nothing like the ones we had been taught to answer.

Affordable technology needs to be better-utilized as teaching aids by staff who know that teaching is more than standing up the front droning on.

Lecturers need to be brought in line now traditional teaching methods are becoming redundant to tutorials. They need to learn how to actively involve us, get us working creatively, experimenting – less chalk and talk.

The teaching staff should give more constructive feedback during classes.

The methods employed by lecturers are boring they need to participate more with audience to encourage participation in discussions and enhance interest.
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<thead>
<tr>
<th>Rank</th>
<th>Sub domain</th>
<th>BA/NI Odd</th>
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<th>Count NI</th>
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*Dummy data for illustrative purposes*
Uses

- Good practice, internal benchmarking, priorities for improvement
- Situation-specific improvement ideas
- Regression analyses & new CEQ scales
- QA checkpoints for course accreditation by field of study
- Benchmarking for improvement
- Analysis of BA/NI comments all surveys