



1505-1615 Group Session (Session 2)

## **Student Surveys and Next Steps in Internal Quality Assurance**

- Presentation: Gaku Tanaka (*Kyushu University*),  
Narimitsu Okazaki (*Waseda University*)
- Commentator: Helka Kekäläinen (*Vice President, ENQA*)

# Think–Pair–Share

- Let's share the reasons why you choose this session (with your expectations from it) with persons next to you.



# orientation (*GRIP*)

## *Role*

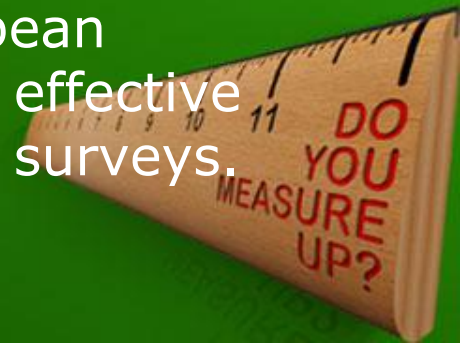
- ✓ Creation of a valuable experience: everyone attending today
- ✓ Provision of topic: Gaku Tanaka, Narimitsu Okazaki
- ✓ Comments: Helka Kekäläinen
- ✓ Summary: Junpei Ishiguchi



# orientation (*GRIP*)

## *Impact*

- ✓ Diverse student surveys are undertaken in Japanese institutions to understand students' comprehension of study in a course and share their satisfactions on academic experiences and lifestyle. It is significant for institutions to use result data internally to help effect change and bring about enhancements to improve the student experience and teaching quality. It is also necessary to review survey methods and effective use of data based on feedbacks from students participated in the survey.
- ✓ This session will focus, with an input from European experiences, on necessary steps to be taken for effective internal quality assurance system using student surveys.



# orientation (*GRIP*)

## *Goals*

You will be able to:

- ✓ Explain using your own words the 'next step' of student surveys
- ✓ Express using your own words about the obstacles that must be dealt with in order to achieve to the 'next step' at your university



# orientation (*GRIP*)

## *Process* <1505-1615>

- ✓ Think–Pair–Share 【around 3 minutes】
- ✓ Orientation 【around 6 minutes】
- ✓ Presentation: Gaku Tanaka,  
Narimitsu Okazaki 【12 minutes × 2】  
~1545
- ✓ Comments: Helka Kekäläinen
- ✓ Dialogue
- ✓ Reflection and Summary (Junpei Ishiguchi)



# *ground rules*



Let us focus on creating an environment which we feel comfortable communicating our intentions.



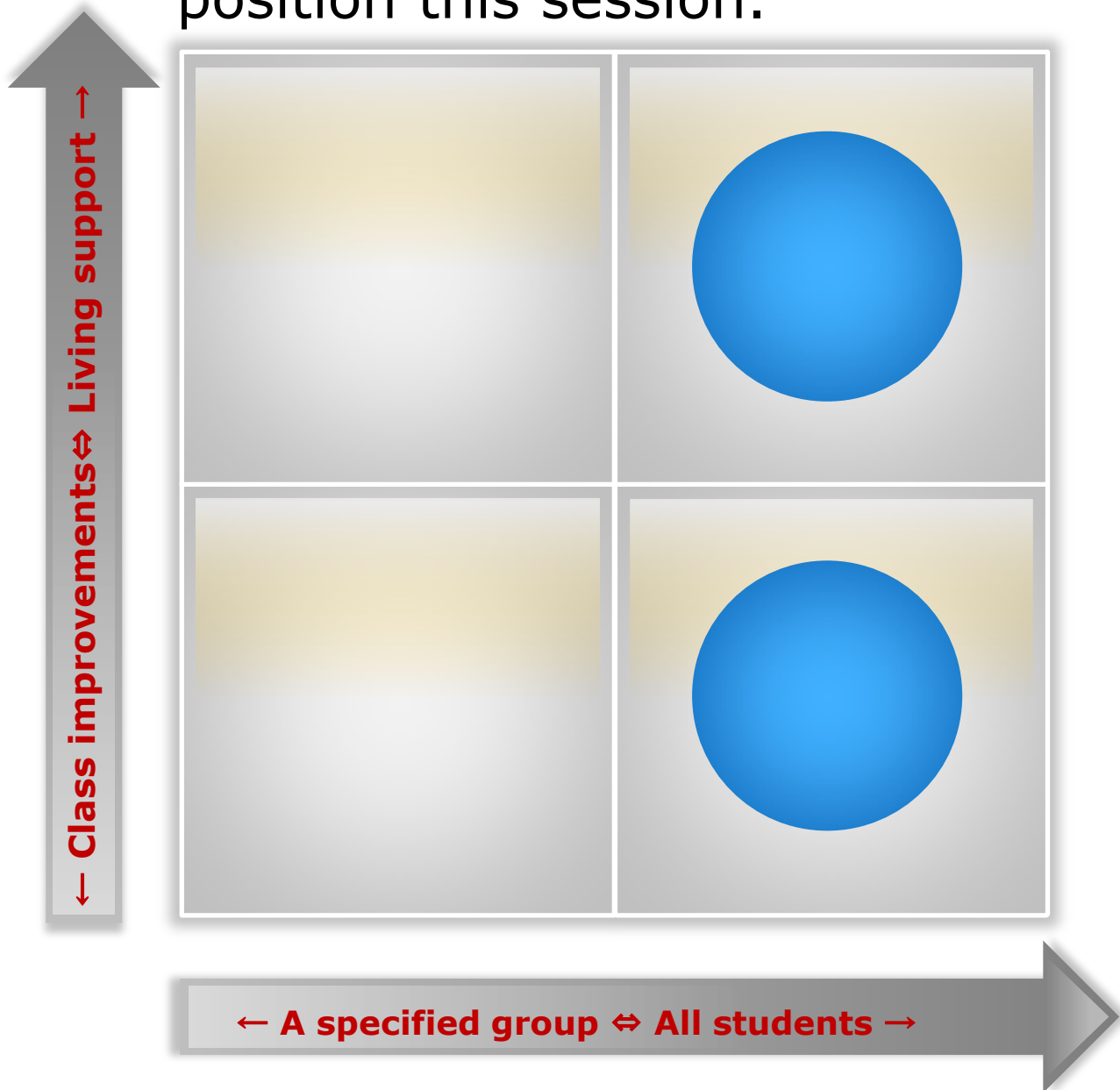
Let us encourage open and frank dialogue.



Let us promote the 2Ls rather than 2Ds: pay attention to signs of <defending> and <debating> and give priority to <**listening**> and <**learning**>.



Before the presentation, let us think about where to position this session.



← Class improvements ↔ Living support →

← A specified group ↔ All students →



# To Think About Student Surveys and Next Steps in Internal Quality Assurance

Gaku Tanaka (Kyushu University)

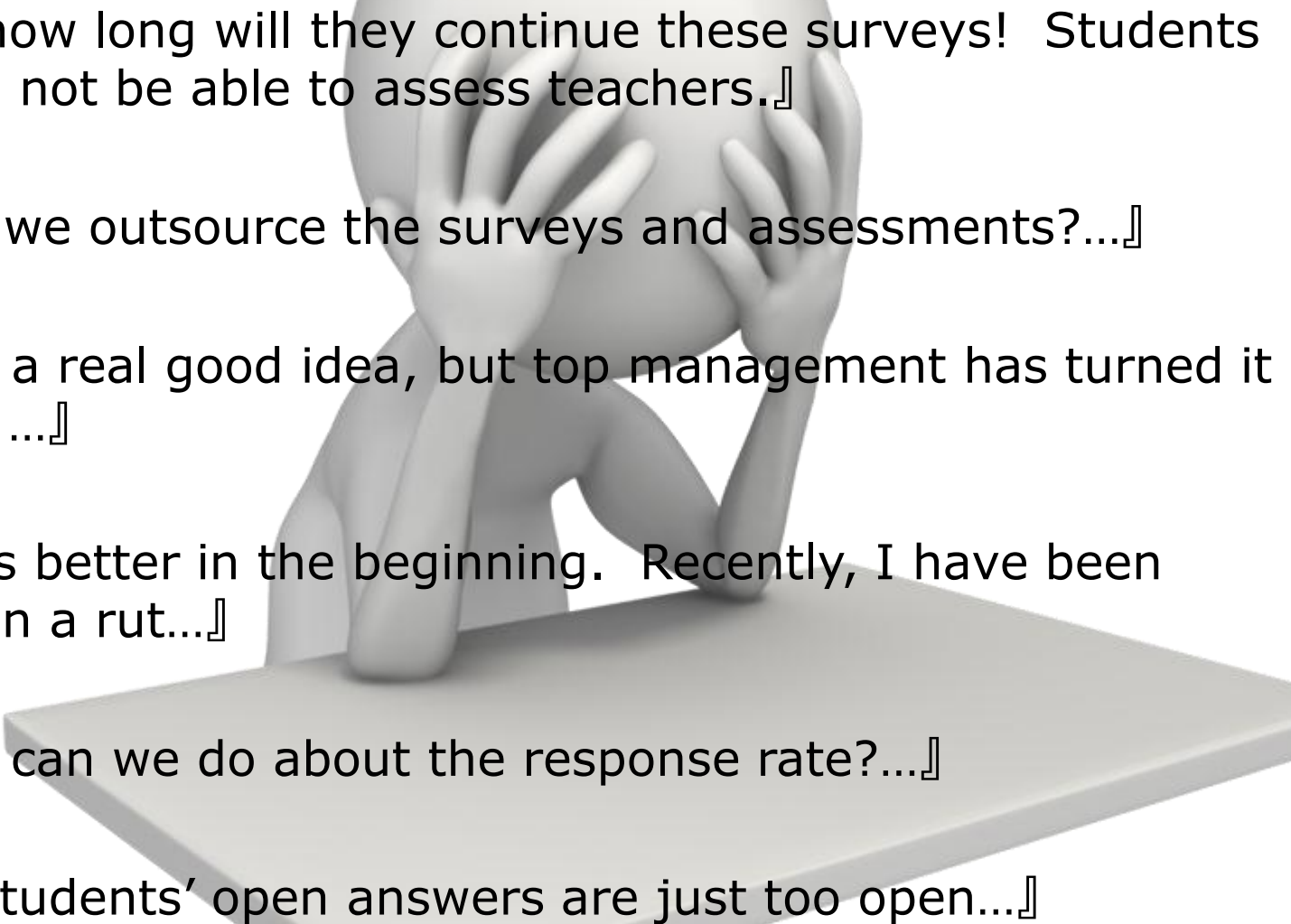


**In 599 universities,  
(about 80%: 2009)**

**University-wide  
student survey on  
study modules (class  
assessments) is conducted.**

In 2009, among those universities conducting student surveys, 603 universities (approximately 80%) implemented a systematic approach so that they could utilize the results of the surveys for improvement of the modules.



- 
- 『 For how long will they continue these surveys! Students should not be able to assess teachers.』
  - 『Shall we outsource the surveys and assessments?...』
  - 『I had a real good idea, but top management has turned it down, ...』
  - 『It was better in the beginning. Recently, I have been stuck in a rut...』
  - 『What can we do about the response rate?...』
  - 『The students' open answers are just too open...』

If these problems are solved, will it get rid of your anxiety about the module survey?



Here is a mind map where you see aspects related to a 'student survey on module' as well as management-related factors (understanding the process, aims, objectives, organization, questionnaire contents, implementation procedures, etc.).







These types of class assessments is believed to have appeared as a direct result of the student movement at the end of the 1960s. However, fundamentally, they may also be related to the idea of consumer protection that emerged in American society. As students are consumers who purchase services of post-secondary education, it is considered that providing information collected by their predecessors protects their rights of consumers to choose something appropriate.

In other words, this practice reflects the idea that the quality of a dish should be determined by the person eating it. No matter how distinguished the teacher is as a scholar, no one can be exempt from class assessments. The reason is that in the United States, teaching comes first for teachers, not the ability for research.

- Kitamura, Kazuyuki. 1990, THE ERA OF WEEDING OUT UNIVERSITIES – HIGHER EDUCATION IN CONSUMER SOCIETY, (Chuko Shinso 965), p. 125-6

# Are you not seized with a premise?

- A student is a “consumer.”
- A teacher is a “instructor.”

## ***Teaching (teacher-centered)***

Student survey is based on the question of  
“What (in what way) should the teacher  
teach?”

**<Age of satisfaction>**



# Reconsider your assumption

- A student is a 'learner'.
- A teacher provides the 'learning experience'.

## *Teaching and learning (learner-centered)*

Student survey is based on the question of 'What did the learner become capable of? (and to what extent?)'  
<Age of learning outcomes>



# A new concern

- Should there be an overall shift from evaluations measuring the effectiveness of the class contents to self-evaluations measuring the learning experience in the class?
- Information of how to improve teaching is necessary, on top of changes in roles of students and teachers and perception for modules (diversification of policies and methods).



**We make a trial one!**

**On the other hand, what about  
student surveys on living  
experiences ?**

If the Kyudai  
were a village of

100

people



# The secret story behind the production

- Did we try to show the data and call for their interest in the survey result?
- After the survey, what can we continue?





# Thank You!

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# To Think About Student Surveys and Next Steps in Internal Quality Assurance

Narimitsu Okazaki (Waseda University)



## 【Self Introduction】

Four years as a student and  
twenty-five years as a  
member of the university staff



# 【Students' class assessment questionnaires and student surveys on living experiences】

At Waseda University, both are conducted as part of a university-wide approach.

Class assessment→data is used by every teacher to improve their classes

Student surveys on living experiences→data on students' attitude and on their actual life conditions are utilized as materials for student-support policies



# 【The changing role of student class assessment questionnaires】

## A Sad Episode

Customer satisfaction (CS)

The importance of students' 'active learning' ('self-directed study') and 'independence'.

'What are they useful for?'

Two-way communication in the form of feedback from teachers

Disclosure to society.



# **[A change in students' level of interest in student surveys on living experiences]**

## **Response rates**

**2001 survey → 9.41%**

**2012 survey → 41.4%**

Students' expectations for the university are rising.



## 【Point to keep in mind】

The group that has expectations for its university's activities

The group that is actively approached by the university

The group of students positioned between these groups

An increase of students' expectations for the university.



# 【Bringing it all together】

“We want to make our university better”

Sense of purpose → confirmation and clarification





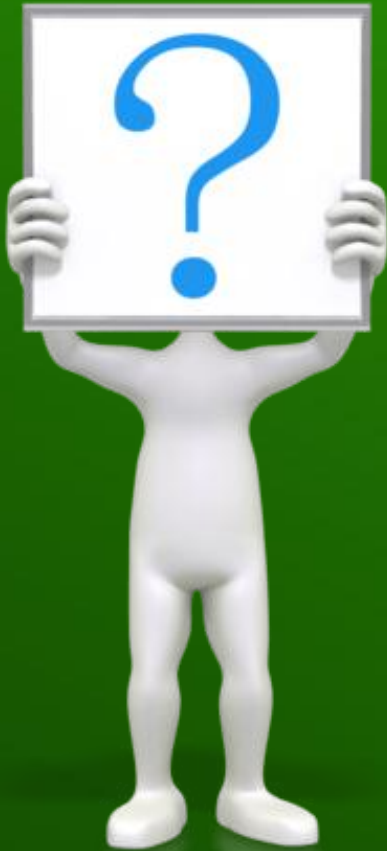
# Thank You!

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**Questions? Comments?**

***We are happy to help you!***



**Dialogue**



# Thank You!

Session 2: Student Surveys and Next Steps in Internal  
Quality Assurance

National Institution for Academic Degrees and University  
Evaluation, University Evaluation Forum 2013

“Student’s Role in Higher Education Quality Assurance”

July 22, 2013 (Mon), 15:05 to 16:15

Hitotsubashi Hall

