

Methods

Twentyminutezoominterviews withsemistructured proto(appendix A) were employed this methodology was seled to the COVID-19 pandemias



A range of GPAs were represented across high and low responders, with high responder GPAs ranging from 2.38-90 (median 3.17) and low responder a fighting from 2.2.8-3 (media 2.3).

Results

1) Student Understanding SpuCpose

Students were probed about both what they thought SETC was currently used for as well as how t would like to see the tool used in the future. Studentoperceptions varied, with students generally falling into one of four groups:

Students who inkSETC is

designed the pinstructors improve the learning experition contraction of the pinstructors improves the learning experition contraction of the pinstructors (35%). designed the pinstructors does an assessment exercise approximation of the pinstructors of the pinstructors are program with no clear put (195%).

Notably, all students that were unclear on the purpose ref allow responders.

When students were asked abouthey had the purpose of SETC to be, the majority of students wanted hstructors and administrators to make actionable changes to cours feedback

2) Student PerceptionLefarning ExperienceComponents

Studentislentified a variety of components that they felt made a significant impact, be it positive, or negative on their learning experiences. The five most discussed stated ones and framed for a positive learning experience.

Instructor rapport

- o Informal relations heipilding with stude mass cited as a factor ticularly if instructors conveyed that they were instructors that academic success.
- Approachability of the instructor outside of the classroom (i.e. over email, in office hours)

Instructor communication

- Clear expectations, particularly with regard to how those expectations aligned with the course syllabus
- o An engaging communication style duritizing ning activitizers of lectures werked It was important to students that instructors be able to maintain their current through the class either though passion or enthusiasm for the course marketing ingr

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Course workload

- o Manageable and appropriate workloads
- o Some students observed that the workload has increased since the beginning of the pandemic and has not returned papagemenic levels.

Experiences with eaching Assistants

- Particularly in larger courses, some students discussed teaching assistants as being a critical factor in their learning experience.
- Students highlighted organization and engagement styles of teaching assistants as bei important, and also noted thatonobetween teaching assistants and instructors was essential to ensuring a smooth experience in a course.

3) Motivating Factors for SETC participation

Students were askeedeflect on when they had conspilled esturvey and what had motivated them to do so the highrespondegroup, more frequently ported intrinsically motivating factors, such as a desire to help improve the learning experience for others. iOn the full mer hand, the low responder group often reported that they wike the two complete SETC when incentive soffered (such as an extra percentag) experiment class time was given to complete. The survey However, students across both respecting merups discussed that they were more likely to respond to SETC surveys when they had a strongly positive or negative experience in a course.

Participants across all response **citedips** ling too busy **orgeoting** to complete by the decadline the main reason for skipping a SETC.suindegow-response group **alsported** having a lack of understanding as to the purpose of such surveys a **passearce participatio** (see above).

4) Student Opinion on Timing of SETC

When asked abouthen SETCsurveys should be opter majority of students (70% of those interviewed) expressed a desire to participate after the final examples for science and the state of the

Ability to provide feedback about the final exam More time to provide feedback

A subset diffiesestudents discussed completing SETC after the distantisted while they were aware that SETC was anonymous, they would still feel greater freedom to provide honest feedback if they already received the private in a course.

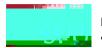
Otherparticipants argued that pushing the survey period until after exams might decrease response as students will go on holiodagese students suggestated the last day of the, canditakenduring class timewas ideal.

Two students favores and SETO mid-course, which would low participants to benefit from their own feedback. One student discussed a preference for taking SETC during the exam period, citing their memory of the course as being optimal at this time.

The spread of student preferences regarding timing are shown in the graph below:



Due to the difficulty in recruiting participation, some groups (i.e. female students, domestic students, and students in the Faculty of Arts and Social Sciences) were overrepresented in the sample.



AppendixA Interview Protocol