TEDS surveys provide insight into the student’s experience of teaching and units. This guide provides advice on interpreting the results and links to resources to help you take action on the outcomes.

**CONSIDER EVALUATION OUTCOMES**

Having received your TEDS survey results it is time to reflect on the results. Be sure to read student’s comments because these may reveal the reasons behind scale item results. You may want to consider:

• How representative was the response to the survey? What are the error margins? (See ‘evaluation surveys’ quick guide for further information).
• Were there any unique circumstances that may have impacted the results (positively or negatively)?
• How do your results compare with those of others? You can compare your TEDS results with others via:
  2) MQ BI Unit monitoring dashboard [3] includes filtering and drill-down of aggregated LEU Headline response data for 2021 onward by faculty and course.

**FOCUS ON AREAS FOR IMPROVEMENT**

Decide areas where you need to take action by asking:

• What went well? Was this expected? Why?
• What did not go well? Was this expected? Why?
• What will you continue to do?
• What will you stop doing?
• What can be done better next time?

Focus on viable and feasible changes in a staged manner as to not become overwhelmed. Improvement efforts are a cyclical process of making changes and reviewing the outcomes. The needs of students and the context will also change over time. If wholesale change to a unit is required then consideration of the unit in the context of the course will likely be needed. Additional resources and time will be required for larger scale change, with negotiated workload or unit and course reviews leveraged to gather resources.

**SOURCES OF HELP**

Table 1 includes resources for a wide range of topics covered by LEU survey items. These provide starting points to making improvements to units and teaching practice.

**Explore this topic further ...**

[1] Compare LEU to other units [https://goto.mq/leu-compare]
[2] Compare LET to other units [https://goto.mq/let-compare]
For access, first login to MQ office 365 online, then go to the MQ BI Dashboard [https://app.powerbi.com/home] then 'Unit monitoring...'

Other Quick Guides: 'Evaluation surveys', 'Informal Evaluation', 'Evidencing your teaching' and more [https://goto.mq/qg-ht]

Acknowledgement: L&T Staff development team, TEDS Team. Prepared by Dr Mathew Hillier, Macquarie University, Aug 2022.

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**LEU items and matching development resources**

<table>
<thead>
<tr>
<th>Theme and LEU items</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcomes</strong>: The unit learning outcomes were clear to me.</td>
<td>Quick Guide: Learning Outcomes (writing them) <a href="https://goto.mq/qg-ht">https://goto.mq/qg-ht</a> Writing ULO's (MQCMS wiki) <a href="https://wiki.mq.edu.au/x/sICqEg">https://wiki.mq.edu.au/x/sICqEg</a></td>
</tr>
<tr>
<td><strong>Unit Guide</strong>: I was provided with accurate information about what to expect in this unit in the Unit Guide.</td>
<td>Quick Guide: Unit Guides (what to include) <a href="https://goto.mq/qg-ht">https://goto.mq/qg-ht</a> MQ Assessment procedure &quot;communication of assessment requirements&quot; <a href="https://goto.mq/assessment-proc-comms">https://goto.mq/assessment-proc-comms</a> and &quot;Requirements for Unit Guides System&quot; <a href="https://goto.mq/assess-unit-guide-reqs">https://goto.mq/assess-unit-guide-reqs</a></td>
</tr>
<tr>
<td><strong>iLearn site</strong>: i) I was provided with accurate information about what to expect in this unit in iLearn. ii) The unit was structured in a logical way for learning. iii) The unit’s iLearn site was easy to navigate.</td>
<td>About iLearn standards <a href="https://goto.mq/about-iLearn-standards">https://goto.mq/about-iLearn-standards</a> and a unit template checking tool <a href="https://goto.mq/iLearn-template-check">https://goto.mq/iLearn-template-check</a> iLearn Quick Guides <a href="https://goto.mq/iLearn-quick-guides">https://goto.mq/iLearn-quick-guides</a> Discover iLearn for Convenors (self paced module in iLearn) <a href="https://goto.mq/discover-iLearn-Conv">https://goto.mq/discover-iLearn-Conv</a></td>
</tr>
</tbody>
</table>
| Marking: Rubrics, feedback & team marking [https://goto.mq/marking-rubrics-feedback](https://goto.mq/marking-rubrics-feedback)  

**Participation / discussions:**  
The unit included learning activities that encouraged my participation in discussions (online or face to face).  
**Why are they not participating?** [https://goto.mq/encourage-online-communities](https://goto.mq/encourage-online-communities)  
**Encouraging students to use their webcams** [https://goto.mq/encourage-webcam-use](https://goto.mq/encourage-webcam-use)  
**Team based learning student guide** [https://goto.mq/tbl-student-guide](https://goto.mq/tbl-student-guide)  
**Team based learning staff guide** [https://bit.ly/3PP1HoO](https://bit.ly/3PP1HoO)  
**Team based activity ideas** [https://goto.mq/group-activity-ideas](https://goto.mq/group-activity-ideas)  
**What is the best way to allocate groups?** [https://goto.mq/group-allocation-options](https://goto.mq/group-allocation-options)  

**Group work:**  
This unit provided opportunities for me to work with other students.  
**Lab based learning student guide** [https://goto.mq/lab-student-guide](https://goto.mq/lab-student-guide)  
**Small group activities** [https://goto.mq/group-activity-ideas](https://goto.mq/group-activity-ideas)  
**What is the best way to allocate groups?** [https://goto.mq/group-allocation-options](https://goto.mq/group-allocation-options)  

**Engagement:**  
Overall, I found the learning activities in this unit engaging.  
**Active learning self-paced modules 1 & 2 (in iLearn)** [https://goto.mq/lt-staff-dev-iLearn-modules](https://goto.mq/lt-staff-dev-iLearn-modules)  
**PLaCE Student learning and support resources** (see Engaging students section) [https://goto.mq/place-student-support](https://goto.mq/place-student-support)  

**Relevance:**  
I found this unit relevant to my course of study.  
**PLaCE Curriculum design resources** [https://goto.mq/place-assess-curric](https://goto.mq/place-assess-curric)  
**Constructive alignment quick guide and article in MQ CMS wiki** [https://wiki.mq.edu.au/x/AYF_Fg](https://wiki.mq.edu.au/x/AYF_Fg)  

**Indigenous perspectives:**  
This unit contributed to my understanding of First Nations perspectives, cultures and knowledge.  
**Embedding Indigenous perspectives** [https://goto.mq/embed-indigenous-perspectives](https://goto.mq/embed-indigenous-perspectives)  
**Indigenous connected curriculum** [https://goto.mq/indigenous-curriculum](https://goto.mq/indigenous-curriculum)  
**Indigenous student engagement** [https://goto.mq/indigenous-student-engagement](https://goto.mq/indigenous-student-engagement)  

**The following resources and tools assisted my learning in this unit:**  
**Set texts, prescribed readings**  
**Unit readings made easy with Leganto** [https://goto.mq/unit-readings-leganto](https://goto.mq/unit-readings-leganto)  

**Echo360 and Zoom recordings (lectures, tutorials, seminars)**  
**Echo360 Beyond the basics** [https://goto.mq/advanced-echo360](https://goto.mq/advanced-echo360)  
**Teaching in-class and online simultaneously** [https://goto.mq/blend-sync-top10](https://goto.mq/blend-sync-top10)  
**Interactive videos: comparing H5P and Echo360** [https://goto.mq/h5p-and-echo360](https://goto.mq/h5p-and-echo360)  
**Discover your voice and online presence series** [https://goto.mq/discover-your-voice](https://goto.mq/discover-your-voice)  

**Videos and podcasts**  
**iLearn Quick Guides** [https://goto.mq/ilearn-quick-guides](https://goto.mq/ilearn-quick-guides)  
**Staff Lab OH&S:** [https://goto.mq/staff-labs-ohs](https://goto.mq/staff-labs-ohs)  
**Students Lab OH&S:** [https://goto.mq/student-labs-ohs](https://goto.mq/student-labs-ohs)  

**Skills: In this unit I have developed my:**  
**Critical thinking skills**  
**Studywise (iLearn site for students)** [https://goto.mq/mq-studywise](https://goto.mq/mq-studywise)  
**Ability to solve complex problems**  
**Studywise: Think and write critically** [https://goto.mq/studywise-critical-thinking](https://goto.mq/studywise-critical-thinking)  
**Numeracy centre** [https://goto.mq/numeracy-centre](https://goto.mq/numeracy-centre)  

**Ability to work with others**  
**Studywise: working in groups** [https://goto.mq/studywise-groupwork](https://goto.mq/studywise-groupwork)  

**Confidence to learn independently**  
**HEA independent learning guide** [https://goto.mq/hea-independent-learning](https://goto.mq/hea-independent-learning)  
**Written communication skills**  
**Studywise: academic style** [https://goto.mq/studywise-academic-style](https://goto.mq/studywise-academic-style)  
**Studywise: written structure** [https://goto.mq/studywise-written-structure](https://goto.mq/studywise-written-structure)  
**The writing centre** [https://students.mq.edu.au/support/study/writing](https://students.mq.edu.au/support/study/writing)  

**Spoken communication skills**  
**Studywise: presentations** [https://goto.mq/studywise-presentations](https://goto.mq/studywise-presentations)  
**Digital skills**  
**Studywise: 'going digital'** [https://goto.mq/studywise-going-digital](https://goto.mq/studywise-going-digital)  
**Library teaching support resource** [https://goto.mq/library-teaching-support](https://goto.mq/library-teaching-support)  

**Knowledge of field(s) I am studying**  
**Library subject guides** [https://libguides.mq.edu.au/homepage](https://libguides.mq.edu.au/homepage)  

**Work related/ professional knowledge and skills**  
**Employability transferrable skills for students** [https://goto.mq/career-skill-dev](https://goto.mq/career-skill-dev)  
**PACE resources wiki for staff** [https://wiki.mq.edu.au/x/yOuD](https://wiki.mq.edu.au/x/yOuD)  

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