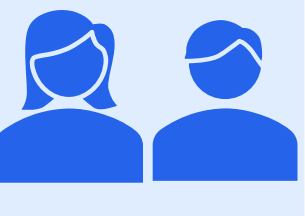




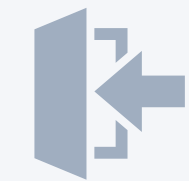
„What Do Students Really Say?” – Analyzing Open-Ended Course Feedback with the Help of AI

Beáta UDVARI, PhD – Zsolt SZÁNTÓ, PhD

University of Szeged



Facilitators



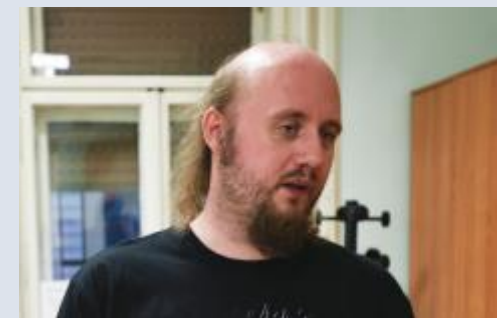
Beáta Udvari, PhD

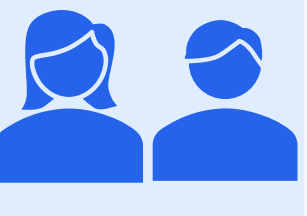
Expert of academic affairs, Directorate of Academic Affairs
Responsibility: quality assurance of education-related activities



Zsolt Szántó, PhD

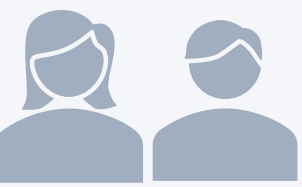
Assistant professor at the Department of Artificial Intelligence
Key research area: AI, Natural Language Processing





Participants





Aim and learning outcomes

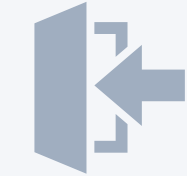


Main objectives

To demonstrate a practical, real-world application of AI in analyzing qualitative student feedback.

To engage participants in reflecting on the potentials and limitations of AI-supported evaluation methods.

To co-develop ideas for responsible, ethical, and meaningful use of AI in quality assurance processes.



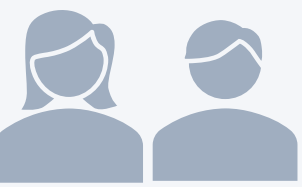
Learning outcomes

Describe a basic process for analyzing open-text student feedback using AI tools.

Identify possible use cases and constraints in their own institutional context.

Recognize ethical and interpretive challenges in using AI for educational quality assurance.





Starting point



Sheet of paper

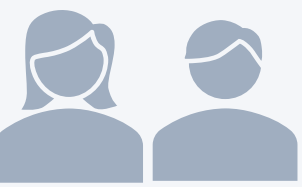
It contains some student evaluations on a hypothetical course

Without reading the document, what would you do?

How would you make a summary from these to your boss (dean of the school)?

How would you handle if you had a bulk of such evaluations? (in order to be able to analyze trends)

What is the main challenge of analyzing open-ended questions?



Case study – University of Szeged



Size of the university

12 Schools -> 11 Schools have the centralized student feedback system
25,000 students



Student feedback survey

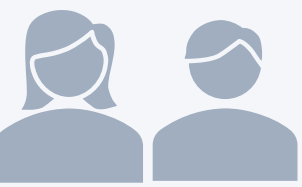
At the end of every semester
Quantitative vs qualitative results
Respondent rate: cc. 50% -> cc. 10,000 – 12,000 answers
Key challenges may be raised in the qualitative questions -> intervention



Challenge

Limitations of capacity (human resources and time) – who analyses the answers on the open-ended questions?
Big Schools with more than 1000 courses a semester
Manual coding



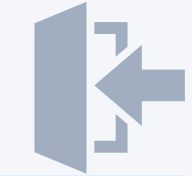


Small group activity #1



Structure

Group activity by table
Some will use AI, some without AI



What to do?

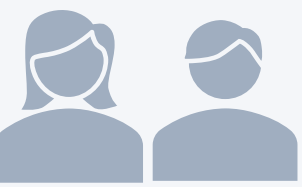
Take the sheet of paper with student evaluations
Read the description and the evaluations
Create categories according to which you would summarize the answers



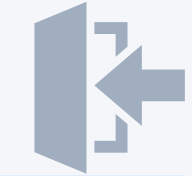
Expected outcome

Provide max. 7 categories
Details of the technique how the group reached the categories





Small group activity #1



Structure

Group activity by
Some will use A

What to

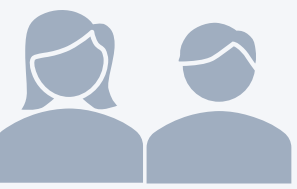
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Create categori

Expected

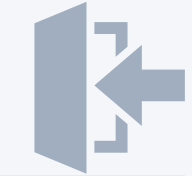
Provide max. 7 c
Details of the te



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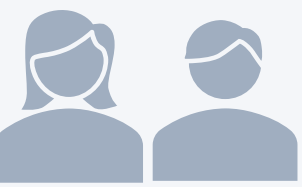
Discussion of group results



Key areas of the discussion

Comparison of the manual and machine results

Details of the techniques



Our categories



What we received in advance (2 weeks ago)

Requirements

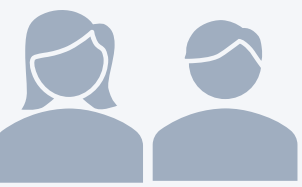
Instructor's preparedness

Interactivity

Real-world examples

Supplementary materials

Methodology

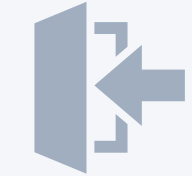


Small group activity #2



Structure

Group activity by table
All tables use AI



What to do?

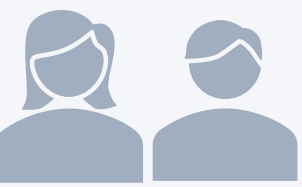
Take the sheet of paper with student evaluations
Use AI (Gemini, ChatGPT, Copilot – it is up to the table)
Put the student feedback in the given categories



Expected outcome

Details of the AI that the table used
Experience and conclusions of the task (easy or difficult of grouping; good or bad results; the need for human intervention, etc.)

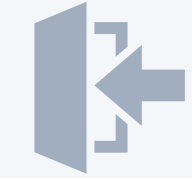




When non-clear sentences come up



How would you react in the following cases?



Positive feedback? *“it was very easy to pass this course”*



Positive feedback? *“it is great that the lecturer did not give any lecture throughout the semester”*

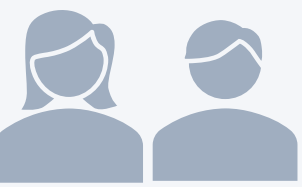


Requirements or instructor's preparedness? *“I am not sure the instructor could have passed the test”*



Instructor's preparedness or interactivity? *“The lecturer read their prepared script. There was no opportunity for questions.”*



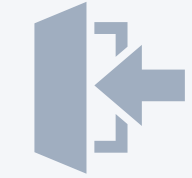


Small group activity #3



Structure

Group activity by table
Discussion



What to do?

Discussion of this topic: What possibilities and limitations would the use of AI in analyzing student evaluation have in your local context?

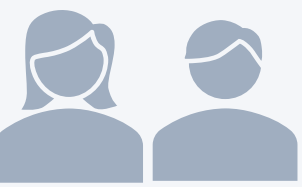


Expected outcome

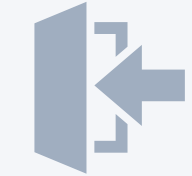
Reflections on:

- Ethical concerns
- Technical concerns
- Institutional concerns





Discussion

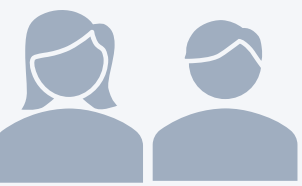


Topics

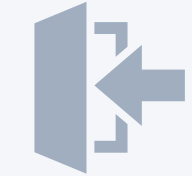
What role should AI play in interpreting qualitative feedback?
Where do we still need human judgment?
Where would you use this kind of text analysis in QA activities?

Vote

Would you trust AI-assisted or human-only analysis more?



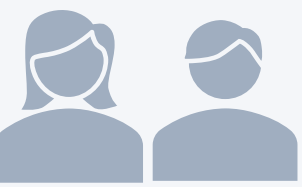
Discussion



Vote

Would you trust a





AI in QA activities

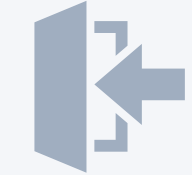


Content work

Matrix of competences

Challenging learning outcomes

Accreditation process (self-assessment report – making summaries)



Creative work

Creative texts

Building BI reports (creating the storyline, defining indicators, planning visualization)



Tips

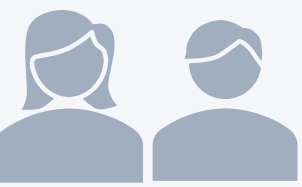
Define the context

Add an example (in words, picture, printscreen)

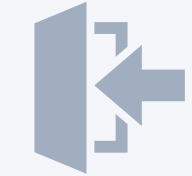
Define the question (only one in a prompt)

Double-check





Summary



What we have learned

AI works effectively if the aim of the work is precise.

AI can support the human work (easier, brainstorming, creative work)

Double check needed

What you have learned

Please give a 1-sentence long take-away message



Thank you for your participation!

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Zsolt SZÁNTÓ, PhD - szantozs@inf.u-szeged.hu