

Active and Engaged Learning at the University of Michigan

Student Responses from UMay 2014 on Faculty/Instructor Actions

In 2014, a random sample of respondents to the UMay survey were asked to report on their experience with engaged learning at U-M.

As part of this section, students were asked about the frequency of faculty behaviors that encourage engagement.

The 1600+ respondents to these items included undergraduate students from across the campus at all levels (first-year through graduating senior).

The following table shows the mean and other descriptive statistics.

"This year, my instructors...."	Mean	Mode	Std. Deviation	N
Scale: 1=Never; 2=Rarely; 3=Occasionally; 4=Somewhat Often; 5=Often; 6=Very Often				
Encouraged student interaction inside the classroom	4.54	5	1.082	1,633
Clarified expectations for how to do well on graded work	4.38	5	1.053	1,634
Provided feedback on assignments that was helpful to my learning	4.37	5	1.084	1,634
Encouraged group work in or outside of class, such as small-group discussions, peer review or study groups	4.20	5	1.21	1,634
Provided timely feedback throughout the course on my progress	4.15	5	1.142	1,632
Explained how to learn or study the course materials	4.10	5	1.182	1,637
Encouraged a form of student interaction in class beyond simple discussion, such as a formal debate, class game, breakout into small groups etc.	3.70	5	1.388	1,636
Encouraged students in the course to teach each other the course material	3.60	3	1.388	1,633

The following chart shows the distribution of student responses to these items. The response option “Never” is not shown but represents the gap between the end of the stacked bar and 100%.

