

The Quadrant Analysis Report compares items related to student participation in educationally purposive activities while enrolled for this specific module. Here average student frequency of participation is compared to the lecturer's perception of how important such activities are to the success of students in that module. The Quadrant Analysis Report compares the responses from both lecturers and students in your specific module who completed the CLASSELecturer and CLASSEStudent.



Module [XYZ] QUADRANT ANALYSIS

Very Important or Important for lecturers ($\bar{x} > 2.5$)		Very Important or Important for lecturers ($\bar{x} > 2.5$)	
Below Average Student Frequency ($\bar{x} < 2.5$)		Above Average Student Frequency ($\bar{x} > 2.5$)	
1 → Importance (Lecturer Ratings)	(2) Ask questions in class ($\bar{x} = 2.40$)	(3) Participated in class discussions ($\bar{x} = 2.71$)	← 2
	(4) Prepare 2 or more drafts of a paper/assignments ($\bar{x} = 2.29$)	(5) Project required using various sources ($\bar{x} = 2.59$)	
	(6) Include diverse perspectives in making points ($\bar{x} = 2.31$)	(10) Incorporate ideas from different modules ($\bar{x} = 2.60$)	
	(7) Come to class prepared ($\bar{x} = 1.82$)	(12) Used email to discuss assignments with classmates ($\bar{x} = 2.69$)	
	(11) Tutored/taught other students ($\bar{x} = 1.68$)	(15) Discuss ideas from class with others ($\bar{x} = 2.77$)	
	(13) Email lecturer ($\bar{x} = 1.55$)	(19) Receive prompt/informative feedback ($\bar{x} = 2.61$)	
	(14) Discuss grades/assignments with the lecturer ($\bar{x} = 2.1$)	(23) Work required memorising ($\bar{x} = 3.34$)	
	(18) Discuss ideas with lecturer outside of class ($\bar{x} = 1.62$)	(24) Work required analysing ($\bar{x} = 3.28$)	
	(20) Perceive the need to work hard ($\bar{x} = 2.4$)	(26) Work required making judgements ($\bar{x} = 3.11$)	
	Somewhat Important or Not Important for lecturers ($\bar{x} < 2.5$)		
Below Average Student Frequency ($\bar{x} < 2.5$)		Above Average Student Frequency ($\bar{x} > 2.5$)	
3 →	(8) Work with classmates on projects during class ($\bar{x} = 2.1$)	(25) Work required synthesis ($\bar{x} = 2.90$)	← 4
	(9) Work with classmates on assignments outside of class ($\bar{x} = 2.07$)		
	(16) Made a class presentation ($\bar{x} = 1.09$)		
	(17) Participated in service-learning project ($\bar{x} = 1.17$)		
	(30) Assigned homework tasks requiring more than one hour to complete ($\bar{x} = 1.8$)		
	(42) Participated in experiential learning ($\bar{x} = 2.0$)		
(43) Participated in service-learning ($\bar{x} = 1.47$)			
(44) Participated in fieldwork ($\bar{x} = 1.89$)			
Frequency (Student Ratings)			

- First Quadrant:** Items that fall in the upper-left quadrant can be perceived to be potential "opportunities for improvement." These are the educational practices that the lecturer rated as important or very important and the students reported as occurring at below average frequencies.
- Second Quadrant:** Items that fall in the upper-right quadrant would be those that the lecturer rated as important or very important and the students rated as above average in frequency of occurrence.
- Third Quadrant:** Items in the lower-left quadrant would be those the lecturers rated as not important or somewhat important and the students rated as below average in frequency of occurrence.
- Fourth Quadrant:** Items in the lower-right quadrant would be those the lecturer rated as not important or somewhat important and the students rated as above average in frequency of occurrence.