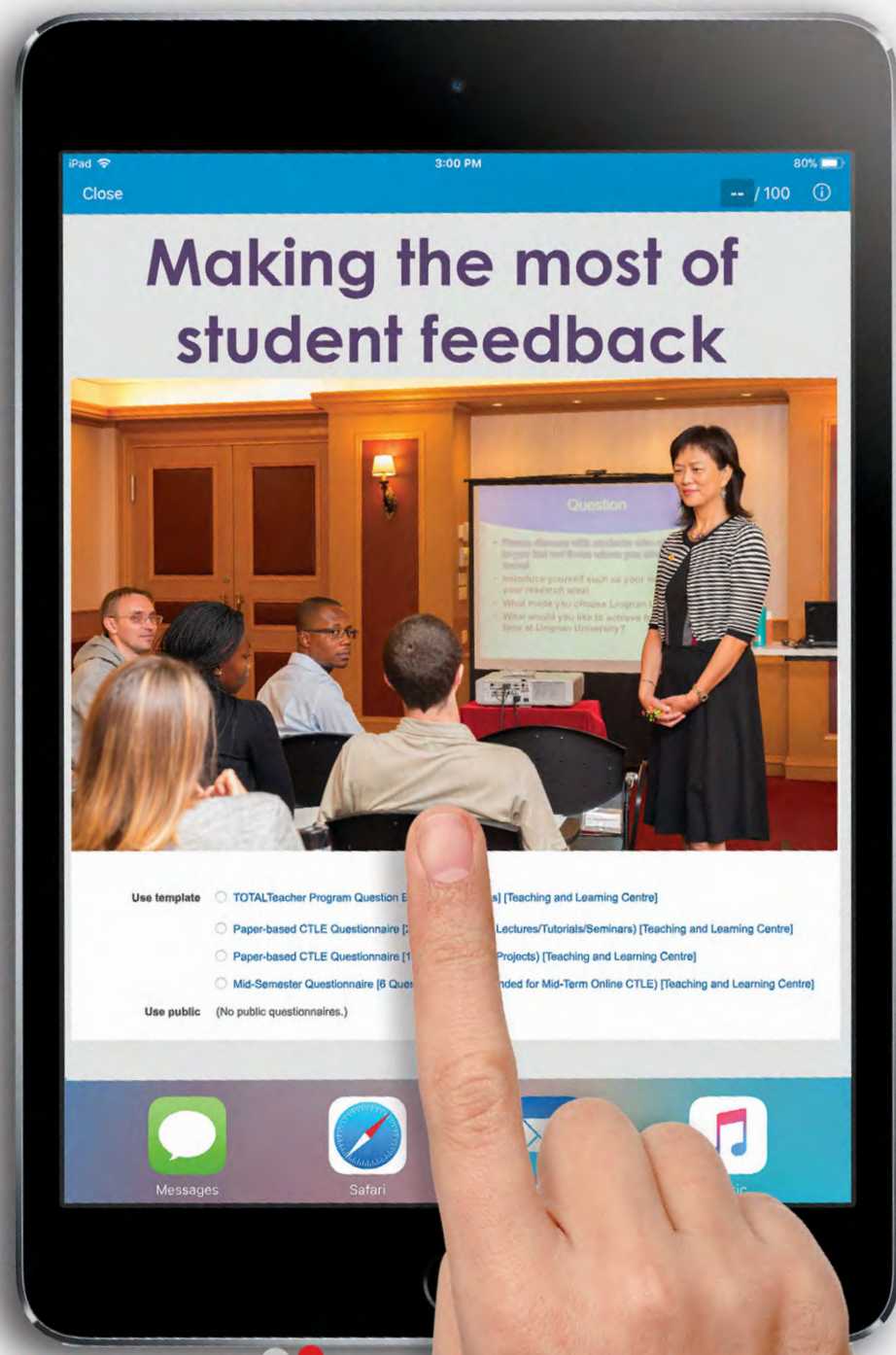


Hands-on Guide for Academics #
**Mid-semester
online CTLE**



Centre for Advancement of
Outcomes-Based Education
Teaching and Learning Centre,
Lingnan University
February 2018



Extract from Senate paper
Lingnan University Policy on Course Teaching and Learning Evaluation
(addition in May 2017):

From 2017-18, the on-line CTLE has become mandatory and serves as an instrument for academic staff to collect feedback from students in the middle of the term. Faculty members have to trigger the use of the instrument no later than the 9th week of a regular term (no later than the 4th week of a summer term). The on-line CTLE allows academic staff to create their own questionnaires and collect interim and on-going feedback from students.

This Guide has been written to help faculty members with the pedagogical, practical and technical aspects of implementing the mid-semester CTLE, using the Moodle platform to create the questionnaires.

- **For a quick overview of the issues and practical questions, readers may refer to the FAQs section.**
- **The Guide will be added to or modified as the need arises, hence feedback or questions on the Guide itself are welcomed from Faculty users.**

***For any inquiries about the Mid-Semester Online CTLE
which are not covered in this Hands-on Guide,
please contact the TLC at: tlc@ln.edu.hk (Ph x 7117)***

Table of Contents

Introduction	5
Part A: Why a mid-semester CTLE?	7
1 Mid-semester CTLE versus end-of-semester CTLE	7
2 Some benefits of collecting mid-semester student feedback.....	8
2.1 Lessons from the TOTAL Teacher Experience	8
2.2 Lessons from the literature	9
Part B: Practical and Teaching Points	11
3 Administering the online CTLE - practical points	11
3.1 Timing tips.....	11
3.2 Preparation Tips	11
3.3 Classroom tips – before/during the CTLE.....	12
3.4 Classroom tips – after the CTLE	12
4 Online CTLE Question Bank templates.....	13
4.1 The TOTAL Teacher Program Question Bank	13
4.2 The Paper-based CTLE Questionnaires	14
4.3 The Mid-Semester Questionnaire	14
5 Writing your own questions.....	15
6 Analysing and utilizing the feedback.....	16
Part C: Technical Guide – How to set up an online CTLE Questionnaire using Moodle	17
Part D: FAQs	31
References	35
Relevant Lingnan resources	36
Repositories	36
Teaching Enhancement Programs	36
Appendix: Question Banks	37
A TOTAL Teacher Program Question Bank	37
B Paper-based CTLE Questionnaire (Lectures/Tutorials/Seminars).....	38
C Paper-based CTLE Questionnaire (Projects).....	39
D Mid-Semester Questionnaire	39

Introduction

Collecting ongoing feedback from students is a natural outgrowth of the move towards student-centred and outcomes-based learning. Teachers need to find out more about their students' learning experiences and processes so that they can adjust teaching practices to help the students better achieve the learning outcomes.

'In a learner-centered environment, "teaching and learning are inseparable parts of a single continuum ... of reciprocal giving and receiving ... All teach, and all learn" (Christensen, 1991, p. 99). Feedback and assessment are used to help both students and teachers continuously improve' (Huba & Freed, 2000, p. 124).

What some people involved with enhancement of teaching and learning say about the mid-semester online CTLE

The online CTLE can not only be used during the course delivery, but also when the course is completed as a supplement to the paper-based CTLE. The beauty of the system is that you have time to enhance your course delivery for the second half of the semester based on your students' feedback. I believe the online CTLE can help enhance the learning and teaching at Lingnan University.

Professor Eugenia Ng, Previous Director, Teaching and Learning Centre

The Online Course Teaching and Learning Enhancement system should be viewed as one aspect of Lingnan's response to the increasing focus on the quality of teaching and learning worldwide and in Hong Kong. It is one of an array of measures that were resoundingly endorsed by the Quality Assurance Council (QAC) Audit Panel during the Audit of the University that took place in 2016. Both faculty and students benefit from a mid-semester review of the courses and teaching, the former because they wish to take measures to enhance what is happening in the classroom for the benefit of the classes providing the feedback and students because they are the direct recipients of any improvements to teaching and learning that result from the Online CTLE exercise. This approach allows the faculty to drill down to the real issues that are affecting their classes at the time of their delivery. In sum, the system is a very useful formative feedback mechanism.

Professor Jim Pounder, Previous Director, Teaching and Learning Centre

While the use of a mid-semester online CTLE is mandatory, the content is completely up to each individual instructor, so it is a flexible tool. My advice is to use this to your advantage - use the CTLE for your own purposes. For instance, if you have questions about issues or problems in your teaching or your classroom, or you have an area of interest you would like to pursue further, then choose or write questions to address these, and choose your response accordingly. It's totally up to you as to what kind of adjustments you make to your teaching as a result of the feedback you receive.

Ms Julie Groves, Previous Manager, CAOBE

Part A: Why a mid-semester CTLE?

1 Mid-semester CTLE versus end-of-semester CTLE

A key point to note is that, whereas the end-of-semester (paper-based) **CTLE** stands for ‘**Course Teaching and Learning Evaluation**’, the mid-semester (online) **CTLE** refers to ‘**Course Teaching and Learning Enhancement**.’ The differences between **evaluation** and **enhancement** affect all aspects of teaching and learning. The different purpose necessitates a different approach, including possibly using different questions, a different way of administering it in class, and most importantly, a different way of dealing with the feedback received.

The table below shows some of the differences between the two forms of CTLE. Most of these points will be elaborated on further in later sections of this Guide.

<i>End-of-sem CTLE for evaluation</i>	<i>Mid-Sem CTLE for enhancement</i>
Mostly summative purposes, i.e. for students to evaluate the teacher. {Some potential for formative purposes also.}	Formative purposes; i.e. to help both teachers and students enhance , or improve, their teaching and learning.
Results are shared with superiors.	Results are totally confidential; only academics can access their own results; the university can only know whether the system has been triggered or not.
Both the purpose and most of the questions are already pre-set.	Academics choose their purpose and then select a question bank and/or write their own questions accordingly.
Tends to focus more on what and how the teacher is teaching.	The focus can be moved to what and how the students are learning.
Provides a standardized set of mostly Likert-scale point questions.	Allows teachers to choose from Questions Banks which have mostly open-ended questions – or to write their own questions.
Answers point out which are the strong or weak areas for the teacher or course.	Answers give teacher formative guidance on how to improve specific areas of their teaching.
Results may help the next cohort of students if teachers act on the feedback, but it does not help those who are giving the feedback.	Results could help the current cohort as changes may be made during that same semester.

2 Some benefits of collecting mid-semester student feedback

2.1 *Lessons from the TOTAL Teacher Experience*

The TOTAL Teacher Experience (previously known as the MARP – Mini Action Research Project) incorporates two cycles of collecting focused feedback during the semester (with one to two collections within each cycle), with accompanying changes in teaching and learning activities. Feedback from the MARP participants and their students showed that as a result of these feedback-followed-by-action cycles, overall:

Teachers could:

- Better know how to help students achieve the Learning Outcomes
- See more from the students' perspective
- Pinpoint problems and weaknesses in their teaching and the students' learning
- Discover underlying issues they had not been aware of
- Employ a wider range of teaching skills for the benefit of the students' learning
- Improve their end-of-sem CTLE score

Students reported:

- They could better achieve the Learning Outcomes
- It helped them review the content of that day's/week's class(es)
- It helped them reflect on their learning
- It helped them pinpoint problem areas
- It helped them understand the content more deeply
- It bridged the gap between teacher and students

Not every teacher or student experienced every one of these benefits; but as a whole, teachers and students reported some kind of gain in their teaching and learning respectively as a result of engaging in this kind of systematic mid-semester feedback collection. As one TOTAL Teacher said:

These changes [that I made] and consequences were not groundbreaking, but I think that's the whole point—these are small changes that were easy to make that could enhance learning.

2.2 *Lessons from the literature*

'Feedback is a critical component if we are to learn how to become more effective teachers' (Huba & Freed, 2000, p. 123)

Similar benefits are reflected in the contributions to the literature by other teacher-scholars actively involved in feedback-collecting for the same purpose – to enhance the teaching and learning in their classes.

- Teachers are able to see themselves through their students' eyes (Brookfield, 1995, cited in Huba & Freed, 2000).
- They are more easily able to pinpoint problem areas in their students' learning to focus on (Mihram, n.d.).
- They "find out what can be changed immediately to help students to learn" (Mihram, n.d., p 2).
- They discover more ways to improve their course teaching than from other kinds of evaluation (Bateman & Roberts, 1992, cited in Huba & Freed, 2000).
- The anonymous feedback channel helps bridge the gaps between teacher and students and aids mutual understanding (Mihram, n.d.).
- Students become more active and effective learners (Huba & Freed, 2000; Mihram, n.d.).
- Both teachers and students continuously improve (Huba & Freed, 2000).

Huba and Freed (2000, p. 123) also note that implementing this kind of 'fast feedback' is not difficult nor time-consuming. In fact, these kinds of practices 'require a small amount of effort, are easy to practice, are flexible, and use little class time.'

Part B: Practical and Teaching Points

3 Administering the online CTLE - practical points

3.1 *Timing tips*

The CTLE can either be done in class time or outside of class time. There are advantages and disadvantages to both. Whichever one you choose will probably depend on your purpose and focus for the CTLE as well as which questions or Question Bank you choose to use.

Outside of class time

Assigning students the CTLE Questionnaire outside of class time allows them more time to answer more questions, and to give higher quality answers. However, the response rate may be much lower than when done in class time. In general, it is recommended to give no more than 10 open-ended questions if students are asked to provide feedback outside of class time.

During class time

- If given 10, perhaps 15 minutes at the end of a class, a much higher response rate can be achieved and you can be more sure you have your students' honest answers. However, students can only answer 4-6 open-ended questions during this time.
- If it is done in class, every student will need access to a device. This is not usually a problem; most students have some kind of mobile devices with them and are usually happy to share with a friend who doesn't.

3.2 *Preparation Tips*

In this section are some pointers to help you prepare for administering or assigning the mid-semester online CTLE in class. To find out how to use the new Moodle platform for setting up the Online CTLE, see the Technical Guide in Part D of this publication.

- **Prepare in advance** - Don't wait until the day of your class to try to figure it out for the first time! Give yourself some time to become familiar with the new Moodle system, especially if you were familiar with using the previous system. The Moodle system is not difficult to use or to become familiar with, but operates very differently than the old platform.
- **Setting open and close times** - If you would like your students to do it in class time, set the date and time not long before your class, e.g. an hour before class so that students don't have time to see it and discuss it with each other first. Also choose an appropriate closing date, e.g. half an hour to an hour after class if you are doing it in class time, or a few days or a week if you are asking students to do it in their own time.
- **Anonymity** - Students are more likely to give honest answers if you set the 'anonymous' option.

3.3 Classroom tips – before/during the CTLE

To get the best response, it is recommended that you introduce the CTLE by:

- Letting your students know what you are doing and why, i.e. that it is ultimately to benefit them, and that you intend to use it to adapt your teaching for the benefit of their learning.
- Ensuring them that the feedback is confidential and has no bearing on their grades.
- [Optional] Talking through the questions to ensure the students understand the purpose of each one.

3.4 Classroom tips – after the CTLE

Then after you have the feedback results, it is recommended that you discuss the overall results with your students:

- When you make a change in your classroom teaching or management as a result of the feedback, let your students know it is in response to their feedback.
- It will also help if you can give a quick summary of any salient points to the class, so they know you are taking their answers seriously.
- If there is feedback that is contradictory or cannot be acted on because of certain constraints, explaining to the class why you cannot act on these points should help the students be more understanding.

4 Online CTLE Question Bank templates

There are four general Question Bank templates:


- TOTALTeacher Program Question Bank [24 Questions]
- Paper-based CTLE Questionnaire [27 Questions] (for Lectures/Tutorials/Seminars)
- Paper-based CTLE Questionnaire [13 Questions] (for Projects)
- Mid-Semester Questionnaire [6 Questions] (Recommended for Mid-Term Online CTLE)

→ **See the Appendix to view the questions in the Question Banks.**

4.1 The TOTAL Teacher Program Question Bank

These are a bank of questions used for the TOTAL Teacher Program, the type of questions sometimes called 'Minute Papers.' They are very focussed, open-ended questions, specially designed to draw out from the students' information about their learning difficulties, successes and processes and how the teacher can help them to more effectively learn and achieve the learning outcomes.

Note that:

- This Questionnaire was not designed to be used as a whole. Some of the questions are similar; to make the best use of this Questionnaire, select the questions you would like to use (4-6 to take 10-15 mins in class; up to 10 if outside of class) and then delete the rest.
 - **A tip:** As you delete questions, the numbering automatically changes. It is easiest to use the reposition icon (at right) to move your chosen questions to the top of the Questionnaire first, then delete the rest of the questions. 
- If you choose to draw questions from this Question Bank, you may need to reword some of the time phrases for your own purposes and context, e.g. Q3 'The most useful point I learned in today's lesson was ...' You may like to reword it: '... in this week / lesson / course so far'.

Some points about specific questions:

- The purpose of Questions 1 and 2 is to raise student awareness of the course Intended Learning Outcomes by asking them to identify which Learning Outcome(s) was/were being focused on today/this week. If you decide to use one of these questions, make sure all your Course ILOs are numbered and are available to your students, e.g. either show them on the screen in class, or refer students to the ILOs in their course notes.
- The last approximately 1/3rd of questions (Q 16-24) are appropriately labelled "Student Self-Reflection" as they are aimed more at triggering deeper thinking among the students than on helping the teacher. They focus on the students' responsibility to be active, contribute in the classroom and prepare for classes. Unless you wished to use these questions for a particular purpose, a balanced questionnaire would normally not use these, or would include no more than one or two of these.

4.2 *The Paper-based CTLE Questionnaires*


The two 'Paper-based' Questionnaires are the same as the end-of-semester CTLE Questionnaires. Most questions require students to tick a box to rate various aspects of the Course, the Learning Outcomes and the Teacher; there are few open-ended questions which would give you specific ideas on how to adapt your teaching techniques.

You may want to choose one of the paper-based CTLE Questionnaires to get a general overview of your performance or an idea of which areas you might want to work on for the end-of-semester CTLE. If you choose either of these, your students will need to complete the whole questionnaire; you cannot select or delete questions, unless you make up a new Questionnaire with just the questions you would like to use.

4.3 *The Mid-Semester Questionnaire*

Also called the "START – STOP – CONTINUE" Questionnaire, this is a self-contained short-answer formative questionnaire, introduced by Bovill (2011), which focuses equally on the teachers' and students' responsibilities to help the students in their learning. There are three questions about the instructor, and three about the student. This Questionnaire is the easiest to use because it is already concise and self-complete; no questions need to be selected or deleted.

5 Writing your own questions.

Moodle also gives you the option of creating your own Question Bank from scratch, or of choosing some questions from one Bank and then adding one or more of your own. If you add your own questions to an existing bank, the new questions will appear at the bottom. However, as noted above, depending on which Question Bank you are using, you can use the reposition icon (at right) to rearrange the questions. 

For your own Question Bank, you may like to copy questions from other Banks, or make up your own. The existing Banks focus on various aspects of general classroom teaching and learning. If you have a specific issue or interest you would like to explore, you can make up your own questions relative to this.

For instance, you might like to get feedback on a pedagogical initiative, a change in your teaching methods, new materials or a new course component. You can use a research approach – formulate questions you have about interests, issues or problems in your teaching or your classroom, and then write questions to address these.

To get the best response when writing your own questions, bear in mind they should be:

- specific
- focussed on your own goals in administering the Questionnaire
- as simply and clearly worded as possible
- open-ended questions that require the student to explain their answer
- few in number, e.g. several open-ended questions are more likely to give you quality responses than a large number of questions.

6 Analysing and utilizing the feedback

The Moodle system will automatically collate the data for you. Follow the steps in the Technical Guide (in Part C below) to download collated feedback from the system. You can then analyse this like you would analyse data from any other quantitative research – look for some common threads. They might be obvious, or not so obvious.

If there are several different themes, just pick one or two (a small number) to go with. You cannot address every response, nor would it be wise to. Moreover, some comments you may not relate to, whereas other comments may give you a clearer idea on how you can adapt something to address that feedback. It's best to be focussed – choose your focus from the feedback to work on.

Reflect on how you could best address the students' feedback, usually by making some kind of adjustment in your class. It could be something simple – changes need not be complex or time-consuming. It may be helpful to meet with a trusted colleague as a partner, to share your feedback and ideas on how to address it.

Collecting mid-semester feedback needn't take a lot of time or effort or be difficult to do; and any changes made as a result may only be small or incremental but could still have a noticeable impact on students' learning.

When you make changes in your teaching, let your students know it is as a response to their feedback. They will appreciate that you are making an effort to help them.

Part C: Technical Guide – How to set up an online CTLE Questionnaire using Moodle

This section of the Guide will provide step-by-step instructions on how to create an online CTLE Questionnaire in Moodle as well as how to access and print out the collated student feedback.

Steps in the Technical Guide

- Step 1:** Login and choose your course
- Step 2:** Add a (Blank) Questionnaire
- Step 3:** Name your Questionnaire
- Step 4:** Select open and close dates
- Step 5:** Select other settings
- Step 6:** Select a Question Bank template
- Step 7:** Go back to the course page
- Step 8:** Retrieve the stored questions
- Step 9:** [Optional] Add your own questions
- Step 10:** Select and edit your questions
- Step 11:** [Optional] Preview your Questionnaire
- Step 12:** Access the responses
- Step 13:** Print the responses

Step 1: Login and choose your course

- Login to Moodle
- In the **Course overview** pane, select your course under the **In progress** tab.

The screenshot shows the Moodle interface for a user logged in as 'TLC Eugenia'. The main content area is titled 'Course overview' and has tabs for 'Timeline' and 'Courses'. Under the 'Courses' tab, there are three course cards: 'World History & Civilisations', 'Colour Sci&Digital Application', and 'Teaching and Learning Centre'. The 'Teaching and Learning Centre' card is highlighted with a red box, and a red arrow points from the 'In progress' tab to it. The left sidebar contains a 'Navigation' menu with 'My courses' expanded to show 'TLC Eugenia'. The right sidebar contains several widgets: 'Messages', 'ePortfolio', 'Latest announcements', 'Upcoming events', and 'My courses'.

- Click the **Turn editing on** button at the top right.

The screenshot shows the Moodle course page for 'TLC Eugenia'. The main content area is titled 'Announcements' and displays a list of dates: '7 July - 13 July', '14 July - 20 July', '21 July - 27 July', '28 July - 3 August', '4 August - 10 August', '11 August - 17 August', and '18 August - 24 August'. The right sidebar contains several widgets: 'Search forums', 'Latest announcements', 'Upcoming events', and 'Recent activity'. The 'Turn editing on' button is highlighted with a red box in the top right corner.

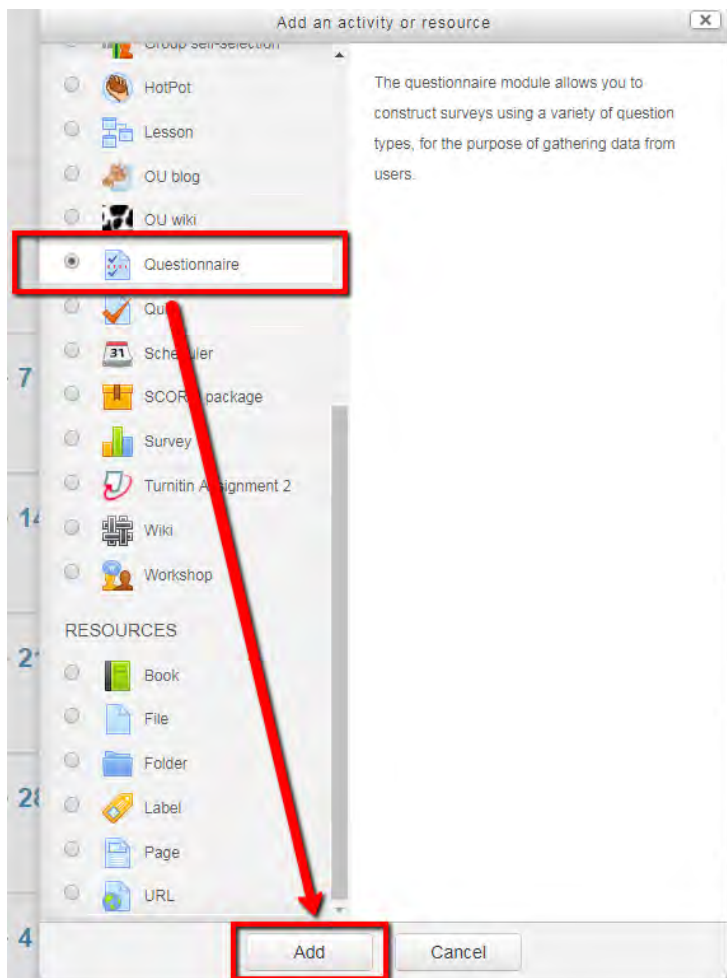
Step 2: Add a (Blank) Questionnaire

After turning on the editing mode, you will see many additional icons, which you can click on for editing your Moodle course.

- Choose a box (either a 'week' or 'topic') that you want to put the questionnaire on and click on **Add an activity or resource** link at the bottom of the box.

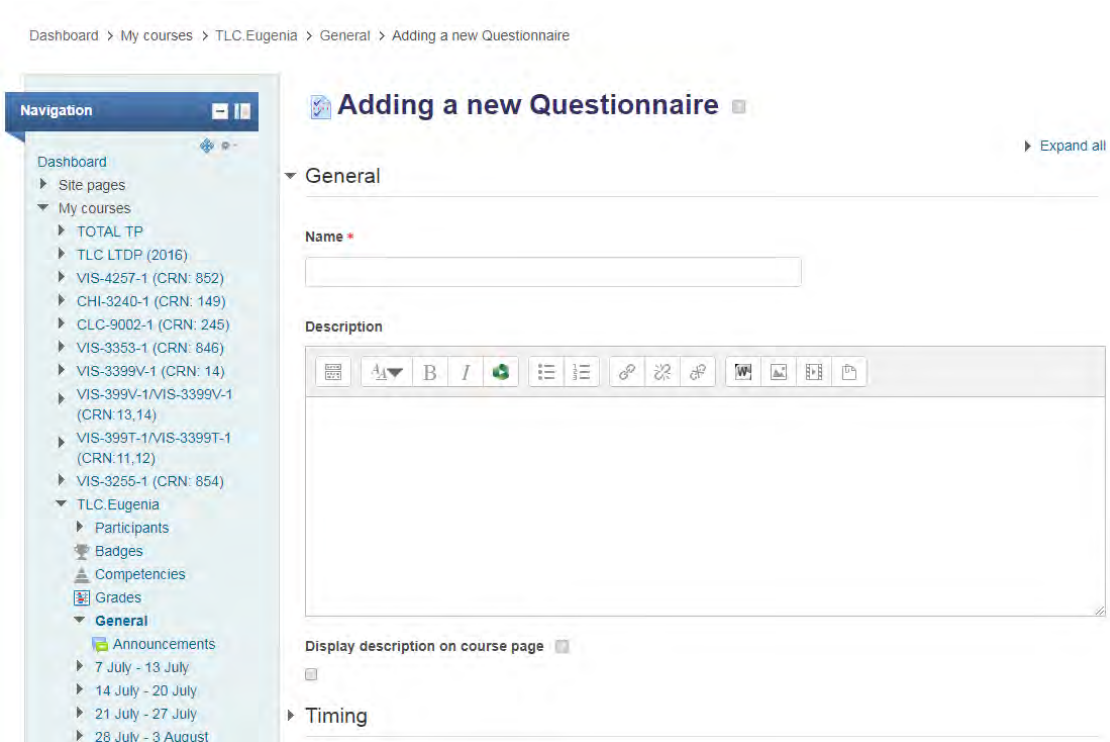


- Select **Questionnaire** from the activities list and click **Add**.

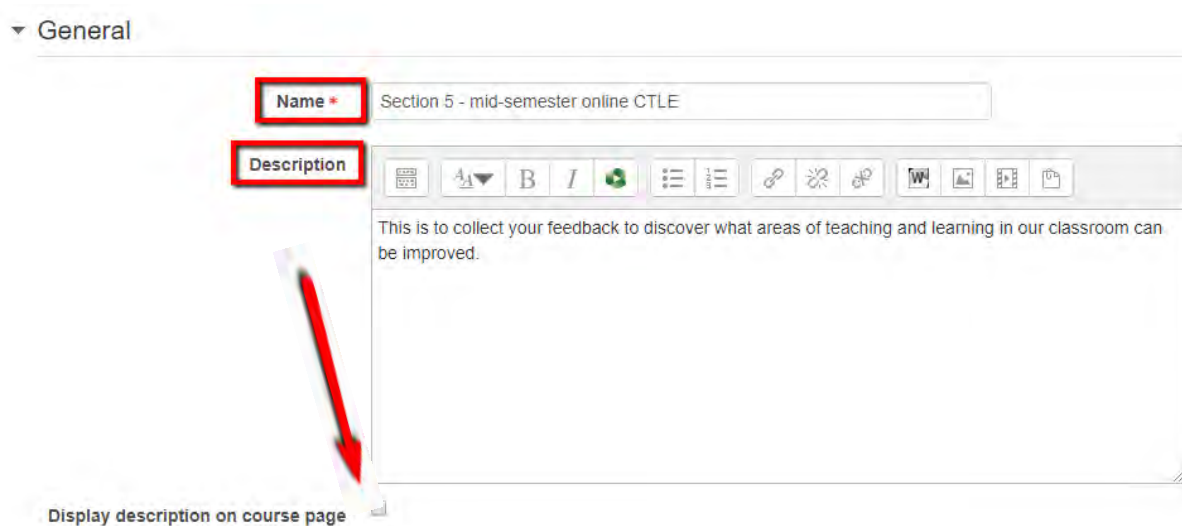


Step 3: Name your Questionnaire

You will be directed to the **Adding a new Questionnaire** page.:



- Enter a **Name** of your choice for your online CTLE and a **Description**.




Note: It is essential to enter some text into the Description box. However, it is optional if you would like this to be displayed. If you wish it to be displayed, select **Display description on Course page** (at bottom of screenshot).

Step 4: Select open and close dates


[Optional] In the **Timing** section, select the check box beside the **Use Open Date** and **Use Close Date**. Enter the day and time you want the questionnaire to be opened and closed respectively.

▼ Timing

Use Open Date

13 ▼ September ▼ 2017 ▼ 15 ▼ 30 ▼ 

Use Close Date

15 ▼ September ▼ 2017 ▼ 23 ▼ 55 ▼ 

If these dates are not set, the questionnaire will be open immediately and will not be closed until the course ends. For more information, please click on the “?” icon.

Step 5: Select other settings

- **[Important]** Set the **Response options** as below.

▼ Response options

Type ?

respond many ▼

Under **Type**: Select **respond many** - so that students can do the Questionnaire again if they accidentally submit it before finishing it.

Respondent Type ?

anonymous ▼

Under **Respondent Type**: Select **fullname** or **anonymous** depending on your own need. **Anonymous** is in general recommended for the mid-semester Online CTLE.

Students can view ALL responses ?

Never ▼

Under **Students can view ALL responses**: Select **Never**.

Send submission notifications ?

No ▼

Save/Resume answers ?

No ▼

Save/Resume answers: Choose **No** as selecting this option will allow students to save their answers.

Allow branching questions ?

No ▼

Auto numbering ?

Auto number pages and questions ▼

Leave all other options at their default settings.

Submission grade

No grade ▼

Step 6: Select a Question Bank template

- **[Important]** Click on **Content options**.
 - Select from the CTLE templates provided under **Use template**. Clicking one of these still gives you the chance to add one or more of your own questions to your chosen Question Bank.
- OR**
- Select **Create new** to create your own Questionnaire.

Content options ⓘ

- Create new
- Copy existing
 - test [TLC Testing Course 2]
- Use template
 - TOTALTeacher Program Question Bank [24 Questions] [Teaching and Learning Centre]
 - Mid-Term Online Survey for ENG2020 [Varieties of English]
 - Mid-Term Online CTLE [Improving Eng Pronunciation]
 - Paper-based CTLE Questionnaire [27 Questions] (for Lectures/Tutorials/Seminars) [Teaching and Learning Centre]
 - Mid-Semester Online CTLE [HR Planning & Staffing]
 - Mid-semester online CTLE [Quantitative Methods for Finan]
 - Mid-term CTLE [Man. of Banks & Finl. Inst.]
 - CTLE [Taxation I]
 - Paper-based CTLE Questionnaire [13 Questions] (for Projects) [Teaching and Learning Centre]
 - Mid-Semester Questionnaire [6 Questions] (Recommended for Mid-Term Online CTLE) [Teaching and Learning Centre]
 - Mid-term Online Course Teaching and Learning Enhancement (CTLE) [Reg Pol Study & Visit in GBA]
 - Personal Template of Mid-semester online CTLE [Logic and Critical Thinking]
 - Survey on Online Teaching and Learning (OTL) [University English II]

Step 7: Go back to the course page

- Click the **Save and return to course** button at the bottom of the page.



This will take you to the **Manage Questions** page.

Step 9: [optional] Add your own questions

Skip this step if you do not wish to add your own questions – go directly to [Step 10](#).

- To add your own questions if you are making up your own Questionnaire or if you are adding to an existing template: Select the type of question you want, and then click the **Add selected question type** button next to the menu. The **‘Essay Box’** question type is a popular type; it allows for an open-ended answer, similar to the questions in the other Question Banks.

Note: If you are adding to a pre-existing Questionnaire, your added question(s) will appear at the end of the Questionnaire.

- Type your question into the **Question Text** box then choose **Save Changes**. No other boxes need to be filled in or selected. Repeat for each new question.

▼ Adding Essay Box question

Question Name

Response is required Yes No

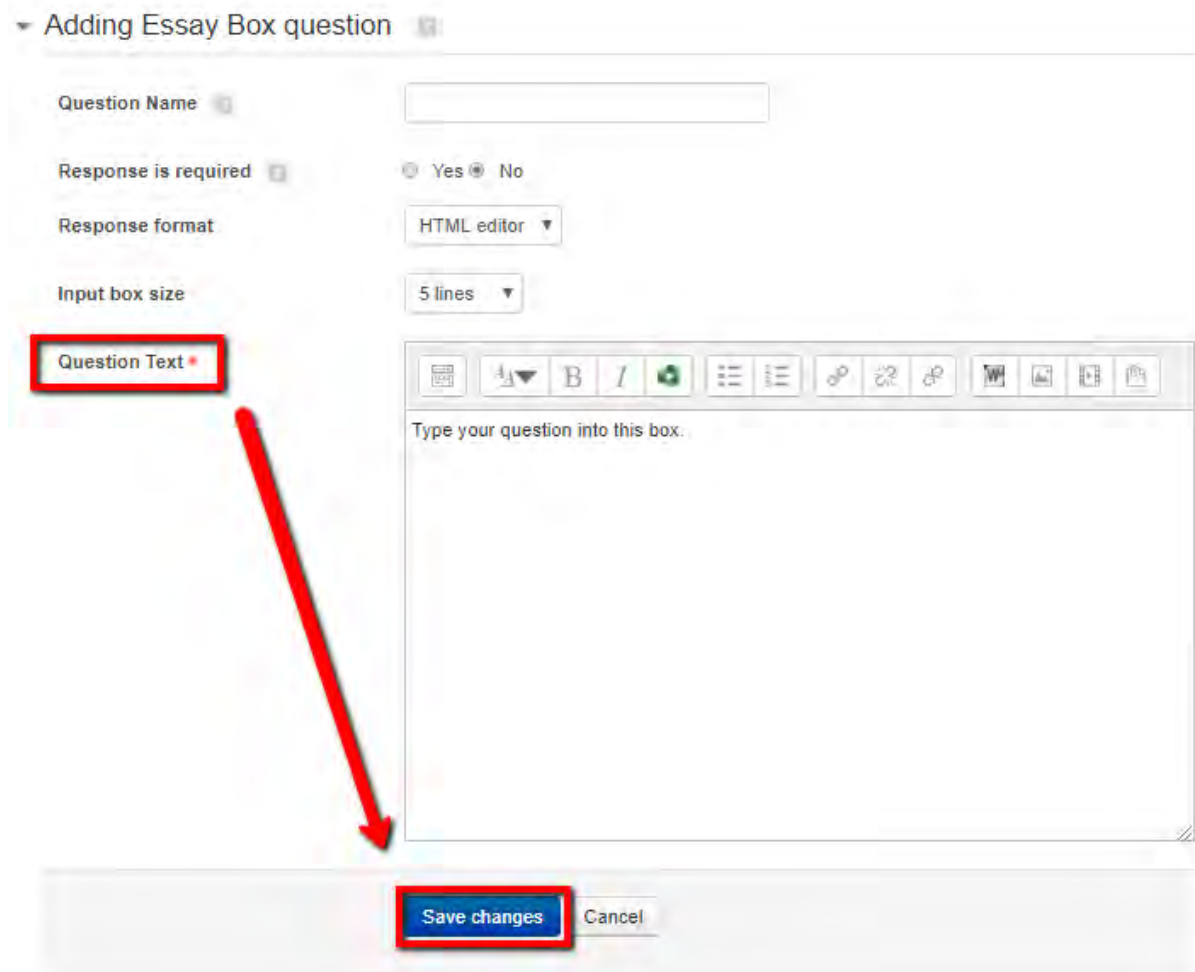
Response format

Input box size

Question Text *

Type your question into this box.

Save changes Cancel







Step 10: Select and edit your questions





Note: The Paper-based CTLE Questionnaires cannot be edited. For the other Question Banks or your own Questionnaire you can delete unwanted questions, change question ordering and edit the wording of questions. You can also add your own questions (see previous Step).

- Use the four icons above each question to manage (edit) questions.






▼ Manage questions

position 1     [Check Boxes] (CTLE_01)

1 The assessment standards were clear enough to help me self-assess the quality of my work.

position 2     [Check Boxes] (CTLE_02)


2 I received useful information or feedback on how well I was doing in this course.

	Change the ordering of the question
	Edit the question content
	Delete the question
 	Red - it is required to answer this question. Green – it is not required to answer this questions. Click on it to change colour. It is set to green by default.


Step 11: [optional] Preview your Questionnaire




- To view the completed questionnaire from the students' perspective, click on the **Preview** tab.

[Advanced settings](#) | [Questions](#) | **[Preview](#)** | [Non-respondents](#)

▼ Add questions 

----- Page Break ----- Add selected question type

▼ Manage questions 

position 1    [Label]

Please don't be afraid to write your true opinion. Your answers will be an you need to, but try to write at least 20 words for each question

Step 12: Access the responses

- Click on the **View All Responses** menu item on the left, and then click on the **View All Responses** link.

The screenshot shows the LMS interface for 'TLC Eugenia'. The left sidebar contains a navigation menu with 'Administration' expanded. Under 'Questionnaire administration', 'View All Responses' is highlighted with a red box. A red arrow points from this box to the 'View All Responses' link in the main content area, which is located below the message 'You are not eligible to take this questionnaire.'

An on-screen report will be displayed

The screenshot shows the 'View All Responses' report for 'Online Course Enhancement System'. The report is displayed in a tabbed interface with 'View All Responses' selected. The report shows two questions with their respective response distributions and average scores.

Question	Response	Average	Total
1 The course was well organized.	Strongly disagree	100%	1
	Total	100%	1/1
	Average	100%	1
2 The workload was reasonable.	Slightly agree	100%	1
	Total	100%	1/1
	Average	100%	1

- Click on **Download in text format** then **Download**. The responses collected can also be exported and then used by Excel or other statistical packages.

The screenshot shows the Lingnan University system interface. At the top, there is a navigation bar with the university logo and name. Below it, the user's name 'TLC Eugenia' is displayed. The main content area shows a breadcrumb trail: 'Dashboard > Courses > Training > TLC.Eugenia > 25 September - 1 October > Mid-Semester Online CTLE (Using Paper-based CTLE q... > View All Responses'. There are several tabs: 'Advanced settings', 'Questions', 'Preview', 'View All Responses', and 'Non-respondents'. The 'View All Responses' tab is active. Below the tabs, there are two sub-tabs: 'Summary' and 'List of responses'. The 'List of responses' sub-tab is active. In the 'List of responses' sub-tab, there are three buttons: 'View Default order', 'Delete ALL Responses', and 'Download in text format'. The 'Download in text format' button is highlighted with a red box. A red arrow points from this button to the 'Download' button in the 'Options for text download (CSV)' section. This section has two checked options: 'Include choice codes' and 'Include choice text'. Below these options is a 'Download' button.

Step 13: Print the responses

There are two ways to print out the student feedback.

1. If you would prefer a version that cannot be tampered with, you can use the 'Print Screen' button [PrtSc] at the top right of your keyboard, and print out page by page.
2. However, the easiest way is to:
 - a) Select any word on the report.
 - b) Press Ctrl + A (to select everything in the report).
 - c) Copy (Ctrl + C), then open a new document and paste. Everything will be copied over into the new document at once.
 - d) Delete the menu and other unwanted items at the beginning of the document.
 - e) Reformat as necessary:
 - If the document is too long, change it into single line spacing and/or reduce the margin sizes.
 - If it is too wide, switch from portrait to landscape view to capture all the students' comments.

This gives you a Word document from which you can copy and paste specific comments if you need to. You can convert it to a pdf if you have any need to share a soft copy with anyone.

Part D: FAQs

For any inquiries about the Mid-Semester Online CTLE which are not covered in this Hands-on Guide, please contact the TLC at: tlc@ln.edu.hk (Ph x 7117)

FAQs answered in this section

1. What is the difference between the end-of-semester paper-based CTLE and the new mid-semester online CTLE?
2. Who has to do the mid-semester online CTLE?
3. Who sees the CTLE feedback report?
4. Who will be checking who has completed it?
5. When should I conduct it?
6. How can I set up an online CTLE questionnaire using Moodle?
7. Should it be done inside or outside class time?
8. Which questions/Questionnaire should I use?
9. I teach several sections of the same course. Can I set up one Questionnaire for all my sections?
10. How do I get the results back?
11. What kind of response rate should I aim for?
12. How can I ensure a good response rate?
13. What should we do with the feedback?
14. How can I respond to all the feedback?
15. How do I respond to feedback that is conflicting, or is something I can't do anything about?
16. What if the students misunderstand the questions?
17. Should lecturers discuss the feedback with their students?

Q1. What is the difference between the end-of-semester paper-based CTLE and the new mid-semester online CTLE?

The end-of semester paper-based CTLE is primarily for evaluation purposes. The mid-semester version is for enhancement of teaching and learning, so that the individual faculty members can get feedback on their own teaching and to take appropriate actions to improve if necessary. For more explanation, see Section 1 on the differences between the two forms of CTLE.

Q2. Who has to do the mid-semester online CTLE?

From the 2017-18 academic year, every section of every course which is subject to the paper-based end-of-semester CTLE is also now required to also use the mid-semester online CTLE at least once during every semester. This includes both undergraduate and post-graduate courses.

- For courses with multiple sections: each section should have its own CTLE conducted. However, if a teacher teaches several sections of the same course with the same contents and delivery for each section, then those sections can be merged for the purposes of the mid-semester CTLE. Otherwise, each section should have its own CTLE.
- For courses with separate lectures and tutorials: it is section-based, so the CTLE only needs to be completed in each tutorial session. If the same teacher is teaching both lectures and

some tutorials, then that teacher can choose whether to conduct the CTLE in just the tutorial sections, or in both lecture and tutorials.

- For team-taught courses: every teacher who teaches for five weeks or more needs to conduct their own CTLE.

Q3. Who sees the CTLE feedback report?

Each faculty member's CTLE reports are confidential, and only to be shared if that faculty member voluntarily agrees to share it. ITSC can only see whether you have put a Questionnaire up or not – they cannot see any details of the feedback.

Q4. Who will be checking who has completed it?

Each Department will be responsible for ensuring their own faculty members have fulfilled the requirement. The Departments may request a report from ITSC to find out whether or not their faculty members have fulfilled the requirement.

Q5. When should I conduct it?

It must be completed by no later than the 9th week of a regular semester, or the 4th week of a summer semester. However, it is recommended that it be conducted earlier than these given weeks, so teachers have time to reflect on and respond to the feedback during the semester. There are some special cases:

- For courses of any other length, the CTLE should be done at least once, approximately in the middle of the course.
- For team-taught courses, every teacher who teaches for five weeks or more should conduct their own CTLE approximately in the middle of their teaching period.

Q6. How can I set up an online CTLE questionnaire using Moodle?

See Part C of this publication, the Technical Guide.

Q7. Should it be done inside or outside class time?

This is up to each individual academic. If it is assigned to the students in out-of-class time, this may give students more time to give detailed feedback and you may be able to ask more questions. On the other hand, if it is assigned in class time, the response rate may be better; however classroom time constraints will limit the number of questions that can be included in the CTLE. A general rule-of-thumb is that students will need 10-15 minutes to complete 4-6 open-ended questions, and that for an out-of-class open-ended survey, no more than 10 questions should be asked. See Section 3 above on Administering the Online CTLE.

Q8. Which questions/Questionnaire should I use?

Note that all the Questionnaires have been reproduced in the Appendix to this Guide, for the convenience of academic staff.

- The most highly recommended Questionnaire for mid-term purposes is the first one, labelled 'Mid-Semester Questionnaire'. It is a ready-made questionnaire on teaching and learning enhancement with 6 questions. No selecting or editing is necessary.
- If you would prefer to select from a question bank, try the 'TOTAL Teacher Program Question Bank'. Note: instead of selecting the questions you want, you need to delete the questions you don't want. You may also like to change the wording of the time frame of some of the questions.

- You may also choose to use the online version of the paper-based CTLE Questionnaire if you like. Note that you cannot delete questions from this Questionnaire; if you use this one, students will need to complete the whole Questionnaire.
- Another option is to make up your own questionnaire, or add your own questions to one of the existing question banks. This may be the case especially if you would like to use the CTLE to focus on a particular aspect of your classroom teaching or learning.

For more information on selecting or writing questions, refer to sections 4 and 5 in this Guide, on 'Online CTLE Question Bank templates' and 'Writing your own questions' respectively.

Q9. I teach several sections of the same course. Can I set up one Questionnaire for all my sections?

Unfortunately the system cannot copy Questionnaires from one Moodle course (section) to another. The system will save your Questionnaire for any future use for the same course, but you will need to set a new Questionnaire for each section that you teach.

- ➔ Alternatively, you can create a merged course of all your sections combined into one course and setup one Questionnaire in the merged course. You can use the **Moodle Merge Course System** to setup a merge course. The system is accessible under the Academics tab inside the Lingnan Portal. For questions or support on the Moodle Merge Course System, please contact ITSC (hotline x7995 or email itsc@ln.edu.hk).

Q10. How do I get the results back?

The collated students' feedback can be downloaded for viewing. Check Step 11 in the Technical Guide in Part C of this Guide.

Q11. What kind of response rate should I aim for?

Of course, the ideal scenario would be to have every student respond. However, you are aiming at getting an overall picture of the learning in the classroom, so it does not matter if a few students in your course don't complete the CTLE. However, if your response rate is very low then you won't get that overall picture and the CTLE exercise will not be very effective. The best situation is to have, if not all students, then at least a majority of the students in your course finishing the Questionnaire.

Q12. How can I ensure a good response rate?

There are several ways to ensure the best response rate possible.

- In-class surveys generally get better response rates than those assigned to be done in out-of-class time.
- Don't include too many questions. Fewer, focused open-ended questions will get more responses than longer questionnaires. In general, aim for no more than 4-6 during class time or 10 for out-of-class time.
- Whether done inside or outside class time, set a definite timeframe for the Questionnaire to be completed. If necessary, remind the students of the Questionnaire closing time. (See the Technical Guide in Part C for how to set open and close times for your Questionnaire.)
- Make sure your questions are very specific. Focussed questions will get better responses than more general questions. The two recommended Question Banks, *The TOTAL Teacher Program Question Bank* and *The Mid-Semester Questionnaire* are good sources of these kinds of questions. See section 4 above for more information on the templates available.

- It will also help if the lecturer explains to the students why they are being asked to do another questionnaire, and what will happen with the results, i.e. that they will be used to help you consider how to improve your teaching, to ultimately benefit them.
- If you are doing it in class time, then it is important to consider avoiding timeslots where the attendance may be lower than usual, or utilizing timeslots where the attendance will be higher.

See section 3 above in this Guide on 'Administering the Online CTLE'.

Q13. What should we do with the feedback?

Treat it like any other qualitative data – look for any common themes you can find, or for specific points that you know you can act on. Then reflect on how you can best address these points by making some kind of adaptation to your classroom teaching or management. For more ideas, see section 6 on 'Analysing and utilizing the feedback'.

Q14. How can I respond to all the feedback?

It is not possible nor desirable to respond to every piece of feedback. Just find a few main themes in the feedback as a whole, or some comments that bring up issues you know you can deal with, and focus on one (or more) of these to reflect on what possible adjustments could be made in your classroom to help address those issues.

Q15. How do I respond to feedback that is conflicting, or is something I can't do anything about?

Some of the feedback you may not be able to respond to. However it may help to explain this to the students, so that they appreciate why you cannot do anything about certain aspects of the course or the teaching. See section 3 above in this Guide on 'Administering the Online CTLE'.

Q16. What if the students misunderstand the questions?

Most of the pre-set questions in the Question Banks should be easily understood by the students. However, talking through the questions with your students while they are doing the Questionnaire in class time (or before you assign it to them for homework) will further ensure the students understand the purpose of each one. See section 3 above in this Guide on 'Administering the Online CTLE'.

Q17. Should lecturers discuss the feedback with their students?

This would be ideal, although it is up to the instructor. It will help the students to see that their views are being taken seriously. Both feedback that you will act on as well as feedback that you cannot act on (due to constraints or conflicting feedback) can be explained to the class. Of course, it will not be possible to reply to every individual comment – just discuss some of the main themes in the feedback and tell your class how you intend to address these in your teaching.

Thanks is given to those teachers who responded to the survey request while using the Moodle online CTLE in semester 1, 2017-18. Their feedback has enabled the FAQs section above to be expanded.

References

- Bateman, G. R. & Roberts, H. V. (1995). Total quality for professors and students. In H. V. Roberts (Ed.), *Academic initiatives in total quality for higher education* (pp. 241-264). Milwaukee, WI: ASQC Quality Press.
- Boville, C. (2011). Sharing Responsibility for learning through formative evaluation: moving to evaluation as learning. *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education*, 6(2), 96-109.
- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Christensen, C. R. (1991). Every student teaches and every teacher learns: The reciprocal gift of discussion teaching. In C. R. Christenson, D. A. Garvin, & A. Sweet (Eds.), *Education for judgment: the artistry of discussion leadership*, pp. 99-119. Boston: Harvard Business School Press.
- Huba, M. E., Freed, J. E. (2000). *Learner-centered assessment on college campuses: shifting the focus from teaching to learning*. Boston: Allyn and Bacon.
- Mihram, D. (n.d.). *Classroom Assessment Techniques*. Retrieved from http://www.crlt.umich.edu/sites/default/files/resource_files/ClassroomAssessmentTechniquesHopkins.pdf

Appendix: Question Banks

A TOTAL Teacher Program Question Bank [24 Questions]

This is a bank of 24 open-ended questions focussed on students' learning problems, successes, processes and learning outcomes. Instructors are advised to select from these questions rather than use the Bank as a whole.

1. Which learning outcome(s) was/were being taught today/this week?
2. Which learning outcome(s) was/were being taught this week?
3. The most useful point I learned in today's lesson was ...
4. The most important thing I learned today was ...
5. The most difficult point I encountered in today's lesson was ...
6. What I was most unclear about in today's lesson was ...
7. What was the most important question remaining unanswered after today's/this week's class?
8. What single change by the teacher would most have improved this class?
9. What needed changing in this class today?
10. What one thing can the teacher do to help you make better progress in this class?
11. What change(s) would you suggest that might help you better achieve the learning outcome?
12. What would you like to learn more about in relation to this subject?
13. What would you like to learn more about in relation to this learning outcome?
14. What worked well in this class today?
15. Did today's activities help you to better attain the learning outcome(s)? Why or why not?

These last 9 questions focus on the students' responsibility to be active learners and prepare well for classes. Use these sparingly, or for special purposes.

16. Did you prepare yourself before class? If so, how?
17. If you have encountered any difficulties in this class or course, how have you clarified them?
18. How will you clarify future difficulties in this course?
19. What could you have done to improve the quality of today's class?
20. Overall, how much did you get out of your preparation for today's class?
21. What one thing can you do to help improve your future class preparation?
22. What one thing can you do to help you make better progress in this class?
23. What one thing can you do to help you make better progress towards achieving this learning outcome?
24. What advice would you give to a student about to start this course?

B Paper-based CTLE Questionnaire (Lectures/Tutorials/Seminars)

[27 Questions]

This is the standardized end-of-semester CTLE which is compulsory for all courses.

- It must be done in completion; individual questions cannot be deleted from the bank.
- For parts A, B, C and D, the students are given 7 options to choose from: *Strongly disagree / disagree / slightly disagree / slightly agree / agree / strongly agree / not application.*

Part (A) The Course

1. The course was well organized.
2. The workload was reasonable.
3. The course was useful.
4. The various course components were well integrated.
5. The feedback on student presentations/projects/assignments/papers, etc. was useful.

Part (B) The Learning Outcomes

6. I have a clear understanding of the course objectives.
7. The teaching and learning activities have helped me to achieve the course learning outcomes.
8. The assessment components were good measures of what I learned in the course.
9. The method of assessment was clearly explained.
10. The course helped me develop intellectual skills.
11. I felt the course has contributed to my learning experience in Lingnan.

Part (C) The Teacher

12. The teacher was well-prepared for classes.
13. The teacher made the subject matter interesting.
14. The teacher encouraged students to think critically.
15. The teacher encouraged students to participate in discussions.
16. The teacher was accessible and responsive.
17. The teacher explained concepts clearly.
18. The teacher structured the presentation well.

Part (D) Overall Comments

19. Overall, I have learned a lot from the course.
20. Overall, I am satisfied with the teacher's performance.

Part (E) Additional Information

21. The course was [*very easy / easy / not too easy or difficult / difficult / very difficult*]
22. The course pace was: [*too slow / slow / about right / fast / too fast*]
23. Average number of hours per week I spent on this course outside of class was [*0-1 hour / 2-3 hours / 4-5 hours / 6-7 hours / 8 hours+*]
24. My level of interest in this course before the start of the course was [*very low / low / medium / high / very high*]
25. The medium of instruction used in teaching this course was [*English / Cantonese / Putonghua / English supplemented with Chinese / Chinese supplemented with English*]
26. My class attendance in this course was [*less than 20% / around 20-30% / 40-60% / 70-80% / 90-100%*]
27. Please give your opinions and/or suggestions about the course [*open-ended question*].

C Paper-based CTLE Questionnaire (Projects) [13 Questions]

This is the standardized end-of-semester CTLE for projects.

- It must be done in completion; individual questions cannot be deleted from the bank.
- For all questions except #13, students are given 7 options to choose from: *Strongly disagree / disagree / slightly disagree / slightly agree / agree / strongly agree / not applicable*

Part (A) Evaluation of the Learning Outcomes

1. I have a clear understanding of the learning objectives of the project.
2. I have gained a deeper understanding of the subject matter by doing the project.
3. I have learnt to apply the knowledge that I have gained in theory courses to solve practical problems.
4. I have developed my research skills in investigating problems.
5. I have improved my written/oral communication skills.
6. I have acquired organization skills in carrying out the project work.
7. I have learnt to work more independently.

Part (B) Evaluation of the Project Experience

8. I actively sought the advice and comment of my supervisor on my project work.
9. I was able to follow the project schedule or deadlines.
10. I was personally interested in the chosen area/topic of my project work.
11. I had no problem in getting the necessary resources for my project work.

Part (C) Overall Comments

12. Doing the project has been a valuable experience.
13. Please give your opinions and/or comments about the course [*open-ended question*].

D Mid-Semester Questionnaire [6 Questions] (Recommended)

This self-complete questionnaire balances teacher and students' responsibilities².

- A. **[About the instructor]** To help my and my peers' learning, I would like the INSTRUCTOR to:
1. STOP (outline something you would like him/her to stop doing) ...
 2. START (outline something you would like him/her to start doing) ...
 3. CONTINUE (outline something you would like him/her to continue doing) ...
- B. **[About myself]** To help my and my peers' learning, I as a STUDENT should:
1. STOP (outline something you think you could stop doing) ...
 2. START (outline something you think you could start doing) ...
 3. CONTINUE (outline something you think you could continue doing) ...

² It is adapted from: Boville, C. (2011). Sharing Responsibility for learning through formative evaluation: moving to evaluation as learning. *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education*, 6(2), 96-109. Figure 1, p 102.

Centre for Advancement of Outcomes-Based Education
This publication is also available online at:

[https://www.ln.edu.hk/tlc/support-for-staff/
outcomes-based-approaches-to-teaching-and-learning](https://www.ln.edu.hk/tlc/support-for-staff/outcomes-based-approaches-to-teaching-and-learning)

For further information, please contact Mr James Chong,
the Manager and Strategic Lead, Learning Innovation at:

Telephone: 2616 7117

E-mail: tlc@ln.edu.hk

Webpage : ln.edu.hk/tlc

Address : LBY201, 2/F, B. Y. Lam Building,
Lingnan University, Tuen Mun, Hong Kong

Designed by Max Lue, TLC, Lingnan University



Lingnan 嶺南大學
University 香港 Hong Kong



Teaching and
Learning Centre