MID-SEMESTER ONLINE CTLE:
HOW TO MAKE THE BEST USE OF STUDENT FEEDBACK

WORKSHOP

18 SEPTEMBER 2017

1ST HALF-HOUR – TEACHING SIDE

2ND HALF-HOUR – DEMONSTRATION, PRACTICE, Q&A

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LU SENATE POLICY PAPER ON CTLE
ADDITION – 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 [30 Oct-3 Nov for 2017-18] (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.

MID-SEMESTER VERSUS END-OF-SEMESTER CTLE

END-OF-SEMESTER CTLE

= COURSE TEACHING AND LEARNING **EVALUATION**

MID-SEMESTER CTLE

= COURSE TEACHING AND LEARNING **ENHANCEMENT**

End-of-sem CTLE for evaluation	Mid-Sem CTLE for enhancement
Summative purposes, i.e. to **evaluate** the teacher.	Formative purposes; i.e. to **help** both teachers and students **improve** their teaching and learning.
Results are shared with superiors.	Totally confidential & non-evaluative; only you can access your own results; the university can only know whether you have used the system or not.
Both purpose and (most) questions already set.	You choose your purpose and then select (or write) questions according to your own purpose.
Tends to focus more on what and how the teacher is teaching.	Can focus more on what and how the students are learning.
Mostly Likert-scale point questions. A few open-ended questions at the end which are very general.	Better to utilize a few focussed open-ended questions and mostly avoid MCQ, T/F, Likert-scale answers.
Answers may not give much practical guidance on what a teacher can do to improve weak areas.	Answers should be able to give teacher formative guidance on specific areas to improve.
Does not help that cohort – may help the next cohort if specific feedback is given and teacher chooses to make changes.	Could help the current cohort as changes may be made during that semester.

BENEFITS OF USING MID-SEM CTLE
TOTAL Teacher Program (MARP)

After two cycles of collecting feedback with accompanying (minor) changes in teaching and learning activities

Teachers could:

- Better know how to help students achieve the ILOs
- See more from the students' perspective
- Pinpoint problems and weaknesses in their teaching and the students' learning
- Discover underlying classroom or learning 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

BENEFITS OF USING MID-SEM CTLE
TOTAL Teacher Program (MARP)

After two cycles of collecting feedback with accompanying (minor) changes in teaching and learning activities

Students said:
- They became more aware of the ILOs
- They could better achieve the ILOs
- 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

HOW TO CHOOSE / WRITE EFFECTIVE QUESTIONS

- Don't include more than 4-6 open-ended questions (no more than 4 is best).
  - 4 questions = 10 mins.
  - 6 questions = 15 mins.

- Think about your purpose.

- There are two recommended question banks to choose from:
  - MID-SEMESTER QUESTIONS
  - START-STOP-CONTINUE QUESTIONNAIRE
  - Or you can write your own questions.

THE MID-SEMESTER QUESTION BANK

- Typical questions used for 'Classroom-Based Action Research'

- Open-ended – Students are asked to write at least 20 words per answer

- Focussed on students' learning problems, successes, processes and learning outcomes

- Notes on some of the questions:

  - The last 1/3rd of the questions focus on the students' responsibility to be active learners and prepare well for classes.

  - If you choose Q1 or Q2 (Which learning outcome(s) was/were being taught today/this week?) you will need to ensure your course ILOs are available to your students at the time, e.g. in their course materials or up on the screen.

THE START-STOP-CONTINUE QUESTIONNAIRE

- IF YOU ARE NOT SURE WHERE TO START, OR WANT A QUESTIONNAIRE BALANCED BETWEEN TEACHER'S AND STUDENTS' responsibilities.

- A SELF-CONTAINED SHORT-ANSWER FORMATIVE QUESTIONNAIRE FOR STUDENTS FOCUSSING EQUALLY ON THE TEACHERS' AND STUDENTS' RESPONSIBILITIES/ROLES

  - **3 QUESTIONS ABOUT THE INSTRUCTOR**

  - **3 QUESTIONS ABOUT THE STUDENT**

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.

THE START-STOP-CONTINUE QUESTIONNAIRE

[**ABOUT THE INSTRUCTOR**] To help my and my peers' learning, I would like the INSTRUCTOR to:

- STOP (outline to the tutor something you would like him/her to <u>stop</u> doing) …
- START (outline to the tutor something you would like him/her to <u>start</u> doing) …
- CONTINUE (outline to the tutor something you would like him/her to <u>continue</u> doing) …

[**ABOUT MYSELF**] To help my and my peers' learning, I as a STUDENT should:

- STOP (outline something you think you could <u>stop</u> doing) …
- START (outline something you think you could <u>stop</u> doing) …
- CONTINUE (outline something you think you could <u>continue</u> doing) …

HOW TO WRITE YOUR OWN QUESTIONS

- If you want to explore a specific area, e.g. of your setting / context / problem / interest.

- Use a research approach – formulate questions about issues or problems in your teaching or classroom, then write questions to address these.

- For the best response, questions should be:
  - Specific
  - Focused on your purpose
  - As simply and clearly worded as possible
  - Open-ended, asking students to explain their answers
  - Few in number, e.g. 4 open-ended questions are more likely to give you quality responses than a lot of questions.

ADMINISTERING THE ONLINE CTLE

- Do it in class time – last 10-15 mins of class time (most students have devices, or are willing to share them)

- Give yourself time to get used to the new Moodle system.

- Set the date/time only a day or an hour before your class – so that students don't have time to see it and discuss it together first.

- Recommend setting the 'anonymous' option for more honest responses.

- Explain to your students what you are doing and why, e.g.
  - It is to benefit them – you may use their feedback to adapt your teaching
  - Their feedback is confidential and will not affect their grades
  - It may help to talk though the specific questions with them as they do it, to make sure they understand how to answer them

ANALYSING & UTILIZING THE FEEDBACK

- The system will give you collated feedback.

- Analyse it as quantitative data – look for the common themes.
  - If there are several, just pick one or two to respond to.
  - If there are no obvious themes, keep looking!
  - It may help to meet with a trusted colleague to share and help each other.

- Reflect on how you could best address the feedback, e.g. by making some kind of adjustment in your class.

- Adjustments need not be time-consuming or complex. Often simple changes can make a difference.

- When you make changes in your teaching, let your students know it is as a response to their feedback.

EXAMPLES OF TEACHING ADJUSTMENTS MADE
from TOTAL Teacher Program (MARP)

- One teacher began to:
  - Clarify the themes or topics at the beginning of the lecture
  - Review the important points at the end
  - Save more time for discussion at the end of lecture – reduce time for activities

- Other examples:
  - Time-management – spent more time on the important points and gave more practical examples
  - Provided vocabulary lists of the important words for each topic
  - Incorporated a 'modern dance' in groups so that students could demonstrate a particular scientific phenomenon in time and space
  - Tweaking small group discussion times, e.g. by designating roles to group members, appointing one to report back to the class, etc.

EXPERIENCE SHARING / TIPS

- Has anybody here conducted a mid-semester CTLE before? (either online or paper-based)

- If so, do you have any tips, advice or experience to share?

HELPFUL RESOURCES

- More relevant resources can be found on the CAOBE 'Resources' page: http://tlc.ln.edu.hk/caobe/resources
  - MOBILE BOOK REPOSITORY – BOOK TITLES CAN BE VIEWED AND ORDERED ONLINE
  - ONLINE OBE REPOSITORY – GO TO 'BEST PRACTICE' → 'CLASSROOM ASSESSMENT TECHNIQUES'

- For more information on the TOTAL Teacher Program, which utilizes the mid-semester online CTLE in a structured, collaborative way, go to the TTP page: http://tlc.ln.edu.hk/caobe/ttp