

Inaugural AUN-TEPL Symposium (Online) 27th Feb 2020

Compilation of Q&A Responses

Professor Venky Shankararaman

What are the challenges in developing the Student Feedback Analysis Tool?

- Developing an algorithm that will help to classify the comments under the right topic (e.g. faculty_feedback, content, assignment, etc.)
- Finding the right visualizations to help faculty gain insights
- Developing the lexicon for the domain

How to get in contact with SMU for opportunities for collaboration?

Email the Centre for Teaching Excellence in SMU (cte@smu.edu.sg) or me, venks@smu.edu.sg and I can direct it to the right faculty.

How were the categories of the faculty feedback e.g., faculty interaction, engagement, approachable, fairness determined? Through text mining?

We selected a few courses and did some manual verification of the comments and tried to classify them and then labelled them as above. We then reviewed these categories through one-to-one meeting with selected group of faculty

How are the metrics (2.74/6) in the GLO system determined?

The GLO system uses a 6-point scale (Naïve, Novice, Journey level, Apprentice, Expert and Master) to measure attainment of learning outcomes. The levels were adapted from a set of proficiency categories which describe how competent professionals learn from action (Jung, Kim & Reigeluth, 2016). The calculation is based on a weighted average derived from the scores of the assessments linked to the respective learning outcomes.

Do you think students need to be taught how to give/receive feedback?

Yes, this is important. Suggest that we do a walkthrough of the SUFAT system and how we intend to use to enhance student learning experience. This will help them better appreciate the value of the system in helping them and thus make them more responsible when giving feedback.

Any plan to combine SUFAT with GLO? A GLO for teachers? Maybe a TLO?

No plans at this moment. We see them being used for different purposes.

What tools do you use if we want to collaborate on the SMU-X courses?

Before discussing tools, we need to identify the relevant courses that some university wants to collaborate with. Once we identify the courses, we can then explore collaboration tools (e.g. SLACK, TRELLO, etc.)

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Professor Chailerd Pichitpornchai

How do you go about motivating colleagues who are resistant to trying OERs?

You show them that you can use OER from others for your class which save your own time not having to prepare your own teaching media. You share your OER to others which help to improve your visibility to the world.

How do you encourage faculty members to develop the MOOC courses?

You save your time for the following years and you disseminate your visibility and expertise to the world.

Is the brain learning and neuro leadership taught fully in English?

Brain-based learning and Neuro Leadership courses are now in Thai and face-to-face course, however, they will be available in English online in about 6-9 months.

Can MOOC help us to create collaboration between universities across the world and how to do that?

Yes. By firstly, surveying for common needs among universities and then implementing in English.

From experience, what OER or MOOC are better received in Thailand?

I am not sure that I understand the question correctly. MOOCs are better in terms of serving specific courseware. OERs are good for general viewing.

What kind of organization is in charge of helping developing MOOC/OER in the University? Is there a common organizational structure in Thailand?

There is no organization responsible for developing MOOC/OER at the national level. At Mahidol University, most of each faculty or institute has its own Audio-Visual department to help instructors to produce MOOC/OER.

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Professor Seow Poh Sun

Have you conducted any research on the impact of the ACE game on students' learning? If so, can you share the key findings?

We did a survey with students. The survey findings can be found in the slides.

What are some challenges you face in implementing the ACE game in the classroom?

I have highlighted the key challenges in the slides.

How did you design the questions bank?

The instructors worked together with teaching assistants to develop the question library.

How can we use log files in the game system regarding learning behavior?

The existing app does not provide analytics feature. We are building basic analytics features in the new version.

Are there any assessments including in the game/simulations to make sure that the students gain the prospect concept after playing game? If yes, in which format?

Students can review the game to go through their attempted questions. Suay Peng asked students to discuss questions on our learning management system, eLearn discussion forum if they are unclear.

Can we find ACE on Merlot?

Yes, it is already on Merlot.

How long does it take to develop a game?

It takes about half a year.

Are the games played by students individually or in groups? Would there be a difference in their learning?

It is designed as a single player format.

Do you have any tips to select the platform of a game? Like between the app game and web game? What kind of content suits for those platform.

The selection of platform is dependent on many factors, including the content of the topic(s), learning objectives of the lesson and the teaching strategies involved. Web-based games would typically be more suited to games that are run in class and require a coordinator to facilitate. App-based games are built on mobility and would allow learners the flexibility of choice on where and when to play.

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Professor Jasper Vincent Q. Alontaga

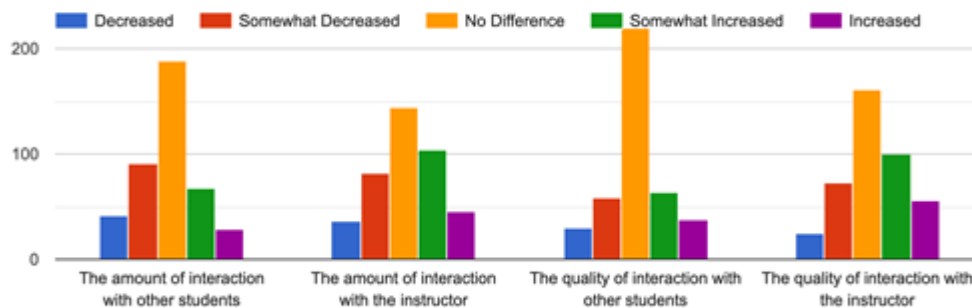
Have you conducted any studies to measure students' academic performance in your course? If so, can you share your findings please?

Academic performance is reflected in the LMS Marks tool. But it has not been related to blended learning practice/self-directed learning habits. This is currently being done. I will be glad to share once the report is completed towards the end of the year.

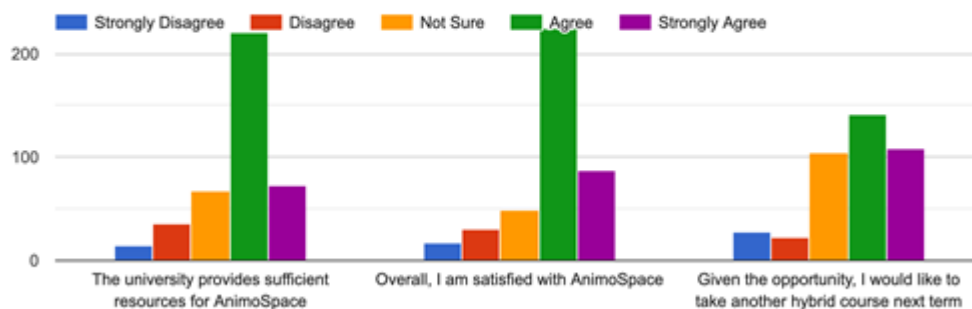
Can you share some student feedback on their blended learning course experience?

We have a separate office that evaluates officially declared hybrid courses. Below are some results of our end-of term surveys done via the LMS global announcement feature:

In comparison to other courses not using AnimoSpace, how would you describe:



Indicate how strongly you agree or disagree with the following statements:



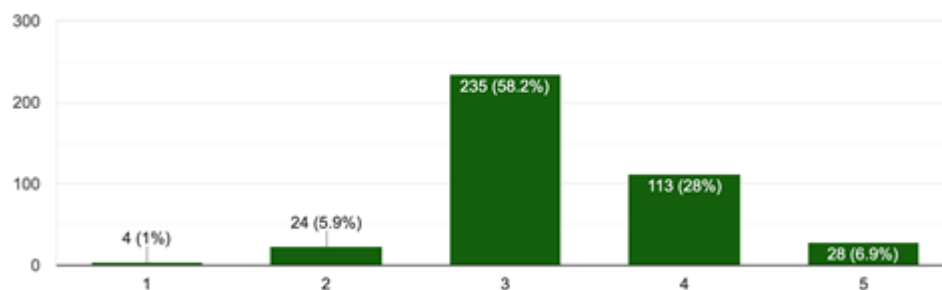
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How would you describe the relationship between the in-class and online learning in AnimoSpace?
409 responses



Compared to your other courses was the workload in AnimoSpace:
404 responses



What are some ways to increase student participation?

Good content is essential. only when there is cognitive worth in what the students are accessing will they engage on it. Presence of teacher is also crucial to promote participation. If teachers are able to give immediate feedback, students get motivated to participate more.

-What are your next steps in your learning analytics system?

We hope to really do a system wide data analytics using machine learning to dive deeper into the data. This is something we are reaching out with other offices since our office dont haveyet enough competency

What Learning Analytics IT system do you use to depict the graphical illustrations in your presentation?

There is a built in analytics tool in the LMS. but aside from that, we hope to use Microsoft power BI, and Tableau.

Are there any differences in student participation online versus face-to-face?

This is something we need to further explain. At the moment it is case to case depending on the design of the blended courses.

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Professor Tan Kar Way

If I am keen to introduce reflections to my students, would you advise that training should be given to them to learn how to reflect?

The reflections are non-intimidating questions e.g., “What is the key take-away from the class this week?”. Therefore, no training is really required. However, in order to help students to provide meaningful reflections, I also added instructions to inform students to write in their own words and refrain from copying text from the slides within the questionnaire which was given to them. In the first 2 weeks of the class, I do reserve about 5 to 10 minutes in the class for students to spend some moment to put down reflections and clarify the expectations of the reflection if they have any. So far, over the last 5 years or so, no student has asked about how to go about reflecting.

Do the reflections improve your students' exam grades?

I have not done any control study on two groups of students – a group who has done reflections versus group who do not do reflections. As such, I do not have a direct answer to this question.

What I could say is that, I have received positive feedback about the weekly reflections from my teaching evaluations. Students know that their queries, doubts and mis-concept are being addressed in a timely manner rather than at the end of the semester nearing the final exam.

What is the platform/app have you used to collect weekly reflections from the students?

I used the learning management system (LMS) which Singapore Management University has adopted. In particular, I used the Quiz or Survey function in the LMS.

How can doubt mining inform instructor about their teaching?

I have found doubt-mining to be really useful for my teaching in the following ways:

1. To know the gaps in terms of delivery– did I explain certain concept well enough?
2. To know the concepts which students find it harder to digest – so then I can provide them with more help such as videos or additional materials
3. To know the common mis-concepts which students have – so I can be more careful with using the right words or I could take more time to explain certain commonly mistaken concepts
4. Constant feedback from students in terms of pace
5. To know if sufficient examples have been given to the class, e.g., at times students actually present the doubt in the form of asking for more real-world applications of the concept – “How is clustering used in a telecommunication company?”

Did your students face any resistance when you introduce the idea of journaling to them? How did you overcome it?

I have to really show them the benefit of doing reflections. In the first week, I explained that it is part of class participation grade and I would treat the responses seriously to help them to learn. In the second week, I'd start the class with a fun quiz or a short revision, based on the reflections (doubts) students have given. As students got their doubts addressed, the students see the benefits, they would want more.

I have also treated students as independent adults. I do not go after the reflections – if they missed the submission deadline, they just lose the class participation points for reflection for the week. I release their class participation grades at mid-term too so they would also realise and feel the need to participate in reflection to gain the points.

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During the week or the semester do you sit down to go through the reflections?

I review the reflections on the weekly basis.

How much time do you personally invest on students self-assessment and informal journaling?

It depends on the class and of course the size of the class.

For Analytics Foundation where it is taught to junior students in a seminar-styled of about 45 students, I may invest anything from 30 minutes to 3 hours per week. I take some time to design fun quizzes for students as revision and to address the mis-concepts or doubts in non-threatening way. At times, I would also communicate with the students 1-on-1 via instant messaging (i.e., Telegram – a popular platform students use).

For senior or postgraduate courses, the students are expected to be more independent, so I simply address the concerns in class as a whole. For such courses, I may take a shorter time, perhaps 15 to 45 minutes depending on the topic.

Why hasnt the model been developed to identify the sentiments and the doubts. Is there any specific reason?

The model was built to identify both sentiments and doubts.

To train the model, we do need the dataset to be annotated by human. After we have the trained model, the model can identify sentiments and doubts for new reflection statements.

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Professor Zachary Pardos

In what ways can Askoski complement academic advising for students?

It could support academic advising by allowing advisers to essentially "login-as" their students, look at the course suggestions of the system and apply their own expertise to further prune the suggestions.

Could you share more students' feedback on the course recommendation system?

Quotes from students regarding the explore feature of the site can be found in section 5.3 and 7 of <http://ceur-ws.org/Vol-2450/paper3.pdf>

Does the system rank courses?

Like a search engine, course results are ordered. In the explore feature (<https://askoski.berkeley.edu/explore>) the results are ordered by expected relevance based on a "favorite" course which is given as input. In the requirements feature, course results are ordered by the predicted likelihood of enrolment by the student based on their enrolment history.

Do students want to know about courses that help them with career interests?

We haven't observed that directly in our studies; however, we believe that preparation for a particular job or specific career is a significant factor in course selection.

You mentioned some instructors do not like the Amazon-like recommendations. How do you convince them that this system is different?

I'm not sure, but in our latest paper on the recommender system we highlight the difference in student perception of the Amazon-like recommendation algorithm (Figure 5) as compared to the algorithm we are now using (Figure 3). This paper will appear in the ACM's Learning Analytics and Knowledge conference proceedings for 2020 but can be previewed here: <http://ceur-ws.org/Vol-2450/paper3.pdf>.

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Dr. Florian Zenoni

Can you share some strategies on how Wooclap can be used to create more constructive feedback sessions for my students in class?

Two simple ideas can be the following:

- Make a recap at the end of the session, a summary of the key concepts of the course by asking open questions to the students so they need to answer by writing complete sentences. Analysing these results will give you a good idea if your course was a success or not.
- The 'I am confused' button that students can use is a direct indicator for the professor if the explained subject matter is clear or not.

Where can I find out more information about the evidence of Wooclap on improving students' learning?

We collaborate with the Catholic University of Leuven in Belgium to bring the scientific publications to our community and in general at Wooclap we base our conclusions on meta-studies, some of which are listed in my bibliography and [our blog](#).

How can we use the log files from Wooclap to analyse learning behaviour?

At the end of the session, you can download the reporting of the questions and answers in various formats, which will give you an immediate feeling on how your session went. You can opt for sending an individual reporting to the students. The data you can download in the Excel format can be your basis for further deeper analysis.

What tips would you provide to instructors who are keen to use WooClap to increase the engagement and interactivity amongst students?

First of all, spend as much time as necessary clarifying the pedagogical reasons to use Wooclap in the classroom. You are not "policing" your audience, but instead using a SRS for everyone's benefit. Besides the three techniques mentioned during the talk, we encourage professors to use the "word cloud" type of question, as well as the brainstorming mode: our drag and drop functionality is really handy for the professor to reorder ideas. The wall of messages also allows students to interact during lessons. Participants can also put a "like" each other's messages.