

Using Student Feedback to Improve Course Experience

Lunch and Learn

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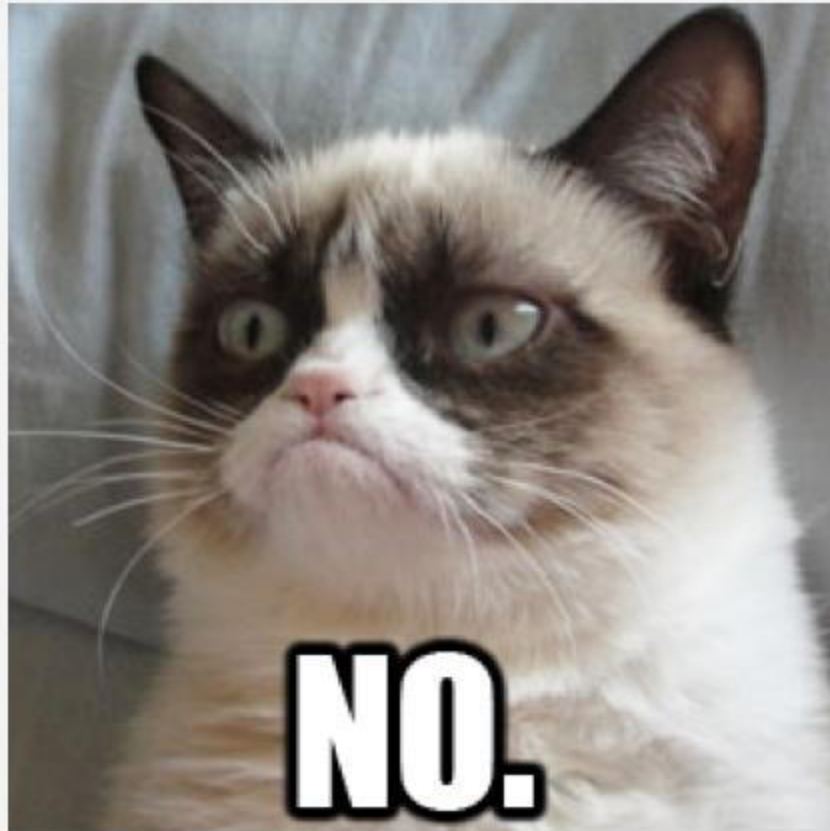
Education Leadership Program

College of Education and Human Development

First, a bit of program history...

- Prior to 2014, the Education Leadership program offered no online courses.
- The EDLE faculty had little to no experience teaching online.
- DE Grant began in March 2014
- As of Spring 2016, our entire MEd program is online, with our third cohort starting this semester.
- Waitlist for the Fall 2016 cohort.

And now for some personal history with online learning...



Using Technology to Support Feedback/Communication

- Skype and Email
- Phone
- Google Docs
- Blackboard asynchronous communication tools
(Discussion Board, blogs, journals, Kaltura)
- Blackboard synchronous communication tools
(Collaborate)

So how do we solicit student feedback?

- Course Evaluations (mid and end of course)
- Active Student Contact (Skype, email, text, phone)
- EDLE Program Orientation
- Class activities
- Office Hours and the Back Channel
- University Student Surveys



Course Evaluations

▣ Mid-Course Feedback

- ▣ Qs focus on student learning, course structure, and student-professor interactions.
- ▣ Short answer questions: What is going well and what could be improved?

▣ End of Course Feedback

- ▣ Course evaluation aligned specifically to course goals and student learning objectives.
- ▣ Qs focus on student perceptions of: their learning, the textbook, group work, assignments, and professor accessibility and interactions (thank you Dr. Kuo!)

EDLE Program Orientation


■ EDLE Program Orientation Elements

- Driven by student feedback and input
- Five day schedule, at least one week prior to the start of the first course.
 - Program Overview
 - Preparation for Hardware and Software
 - Keys to Success and Kultura
 - Community Building Activities
 - Video Responses and Exit Ticket



EDLE Program Orientation

EDLE Online Orientation (2016 Spring Cohort Program)

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Welcome to the EDLE Program

Welcome to the EDLE program! We look forward to working with you.



Day 1: Program Overview (Jan. 11)

In this session, you will learn about the standards that guide the EDLE program, the courses you will take, and meet the EDLE faculty and staff. You will also complete a quick tech survey so we can learn more about your technology competence as you begin the program.



Day 2: Preparation for Hardware and Software (Jan. 12)

In this session, we will review the hardware and software needed for the on-line program, provide an overview of Blackboard, and prepare for our first community building activity: Two Truths and a Lie!

EDLE Program Orientation

□ Orientation – Student Feedback Samples

- This is the first online program that I have been a part of, and I think the **practice using Blackboard and Kaltura was critical**. So, I am glad I had a chance to play with it and learn more about it before assignments and projects will be due.
- It was a great way **to gain knowledge on the technical expectations of the course**. I like how I had to do activities that taught me where things on blackboard are located.
- One of the hardest things about an online class is feeling **disconnected from your classmates and the inability to get to know them on a personal basis** but it seems like the introductory video assignment and having to provide multiple, meaningful responses was a great way to give everyone a chance to "introduce" themselves on a personal level.

The Back Channel

▣ The Back Channel

- ▣ 2015 UCEA Session

- ▣ Important to provide students with opportunities to dialogue through other measures outside of the course.

- ▣ Should be an avenue for students to work collaboratively, rather than a complaint echo chamber

 Backchannel Chat



Active Student Contact

- **Student – Instructor Interactions/Communication**
 - Weekly Announcements summarize the upcoming lesson(s) and any assignments/activities due.
 - Accessibility (Email, phone, text)
 - Skype/Bb Collaborate Sessions
 - Prior to the start of EDLE 690
 - Once per semester throughout the internship
 - As needed during any course



What story does the data tell us?

- Highest levels of student satisfaction occur when there are a variety of ways for students to provide feedback and interact with the instructor.
- Student complaints focus on accessibility of the instructor (no communication or feedback on posts/assignments)
- The average level of student overall learning satisfaction ($n=14$) with EDLE 690 in Spring 2015 was 5.36, which is based on a 6-point Likert scale from Strongly Dissatisfied (1) to Strongly Satisfied (6)
 - ***I've appreciated the insightful feedback given for each of our major assignments. This was important as it guided me toward being able to present a strong proposal to introduce into my school.***
- Students are satisfied with the program overall; increase in number of applications each semester. Word of mouth applicants.

What have we done with student feedback data?

- Faculty use student feedback to inform course revisions both during the semester and after (Weekly Schedule example)
- We share student feedback among the faculty to inform the course design and revision process
- Student feedback informs our continuous improvement process as a program
- Impact on F2F courses



Final Thoughts

- Collect student feedback from multiple sources
- Look for common themes in terms of student learning, course design, assessments, and instruction
- Take time to reflect and make adjustments
- Collaborate with colleagues (program, other divisions, E-Learning group)
- Be willing to engage in “action research”