

Flex Learning via “Real-Time-Based” Student Feedback

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EVPP 361: Introduction to Environmental Policy



Flex learning is evidence-based, technology-enabled teaching to improve the learning experience for a broader student community. It can provide students with more engagement in course design and delivery of instruction, while adjusting the course accordingly so as to maximize students’ learning experiences. Following the flex learning principle, students will be asked to provide feedback about an asynchronous online course in the middle of semester.

Midterm Survey: Share Your Opinion for this Course!

1. Would you share your general impression on the course so far?
2. Has this course helped you learn about environmental policy?
3. What are the elements you particularly liked in this course?
4. Is there anything in the course that can be improved further? Feel free to share if there is any. Your suggestions would be very valuable and appreciated.

In my Fall 2016 section, a collaborative writing assignment was adopted in response to most students’ fondness for the original course design and collaborative work, as well as some of students’ slight concern over limited interactivity in discussion forums. In this assignment format, students were first grouped and engaged in the individual part of the collaborative project. As the second step, students used collaborative efforts to produce a final paper as a group by integrating each student’s contribution. This way encouraged student interactions at a maximum and energized the course with a mix of interaction. The value of “learning analytics” to understand and optimize student learning is also demonstrated in this case.



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