

WHAT DO STUDENTS NEED FROM YOU?

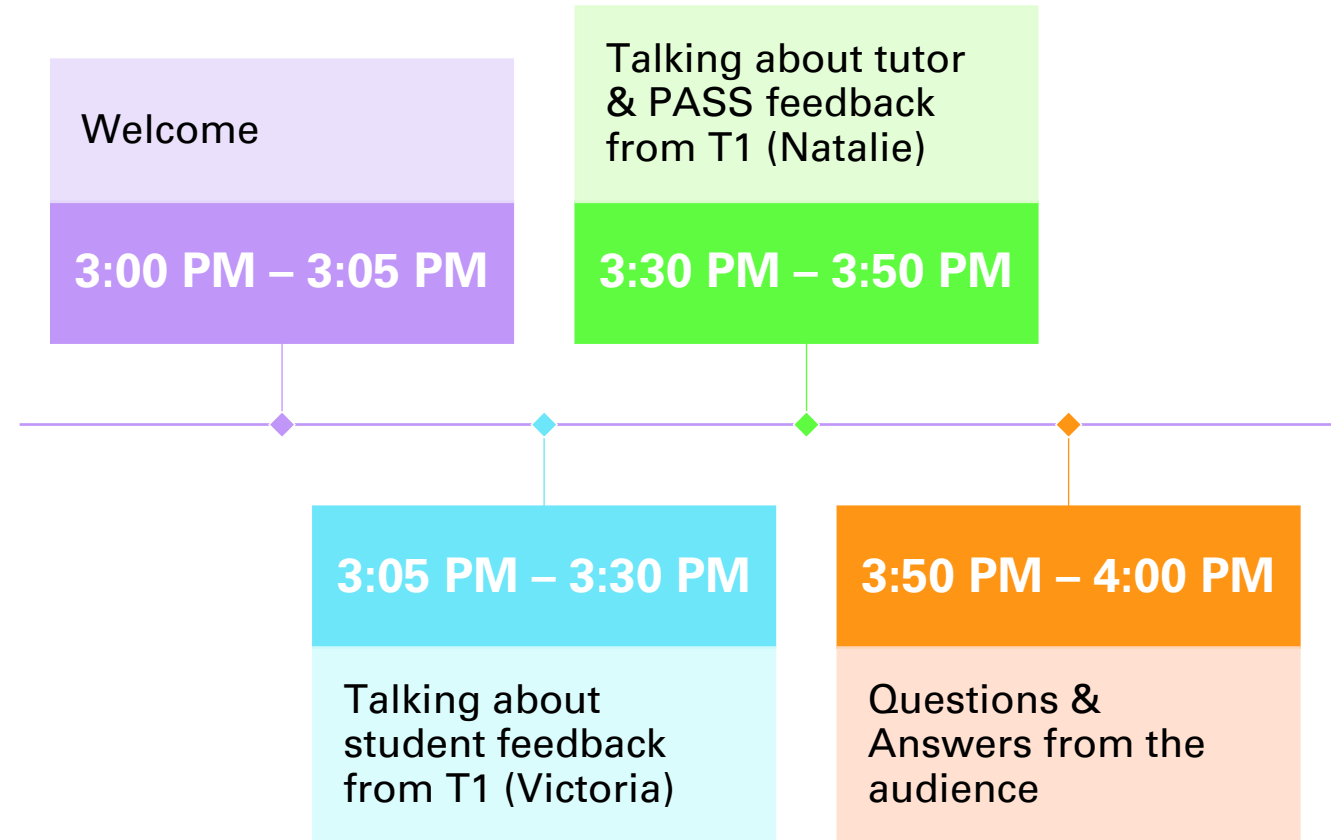


Victoria Clout
(School of Accounting)

Natalie Oh
(School of Banking & Finance)



Schedule of presentation





Talking about student feedback from T1 (Victoria)



Overall statistics of T1
experience of online
(distance learning)



What do students like in
online teaching



What do student not like in
online teaching

- Liked best:

- Liked best:



- Greatest concerns:



- Liked best:

- [illegible]



Local students





What postgrad students like:



Less hands up to test if we can hear or see

More microphone use by fellow students

More interactive activities/engagement

More polls to check if we familiar with the content and then decide to put more or less time into explaining that topic

More polls for challenging areas to find out where we are going wrong

More recordings for catching up on missed classes particularly due to internet issues

More student engagement

More videos

More encouragement by teaching staff to direct students to use their webcams and microphones

What undergrad students like:

Less use of the chat option

More direct questioning to prevent the same students from answering every question

More student interaction with each other

More discussion time with students in the chat

More MCQ polling to focus and engage

More see each other and see other group's discussions

More interactive activities

A deeper explanation of concepts

More polls

More opportunities to ask questions

More teamwork in class

More other students turning on their microphone and webcam during class to see each other

Breakout groups - positives



Brainstorming



Smaller group sizes



Groups help each other



Interactive



Lecturer can discuss with groups by visiting



More access to the tutor when they visit the breakout group as the group is smaller than the main tutorial size



Easier to talk to each other



No distractions, can concentrate on talking to each other

Breakout groups - negatives



Shy online students don't want to discuss, don't turn on microphone or webcam



Need to use apps outside the online class to finish group work



Lecturer takes too much time to form breakout groups (in Collaborate Ultra)



Nobody wants to talk



Less engaging than in person



Can't go back to the main room while in breakout rooms

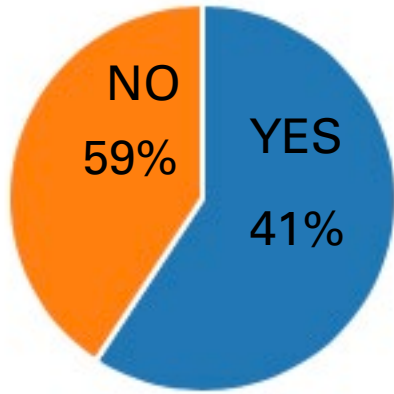


Can't see the question/don't know what to do

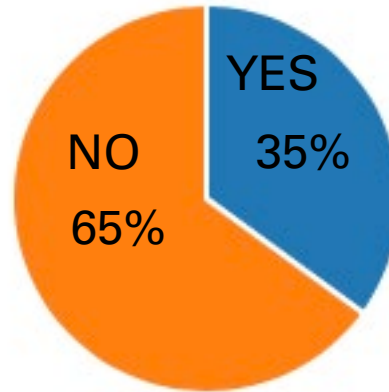
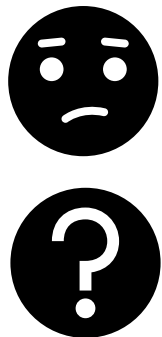


Online tutorial attendance was low so many group mates missing

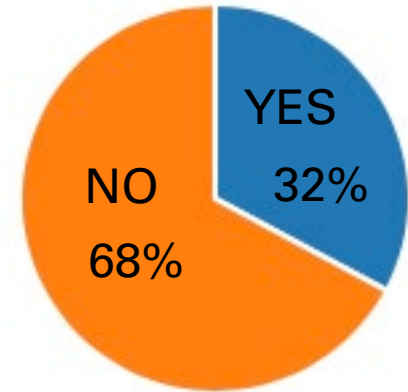
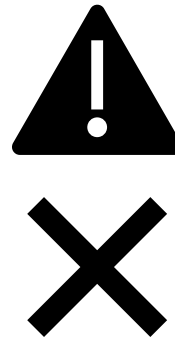
Incoming Term 2 ACCT1511 students pre-polling (41% response rate)



Class contribution e.g.
Individual quizzes in class



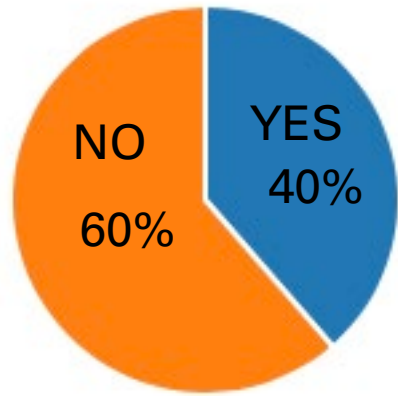
Team contribution e.g.
Team quizzes in class



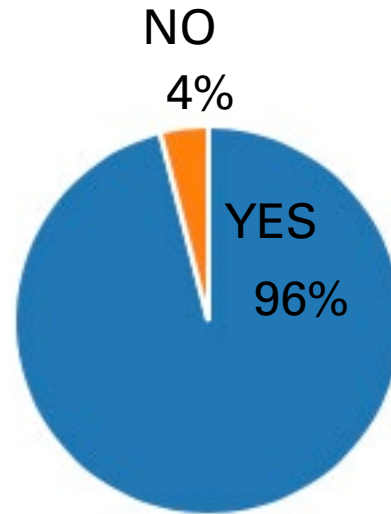
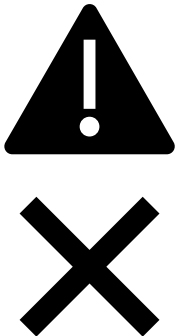
Discussion Board
Participation activity



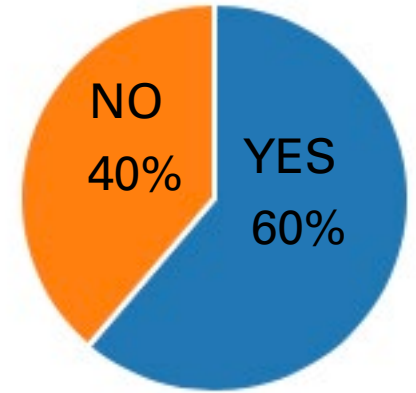
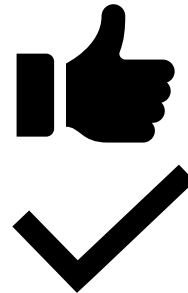
Student polling questions:



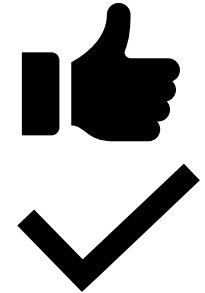
Student developed quiz questions



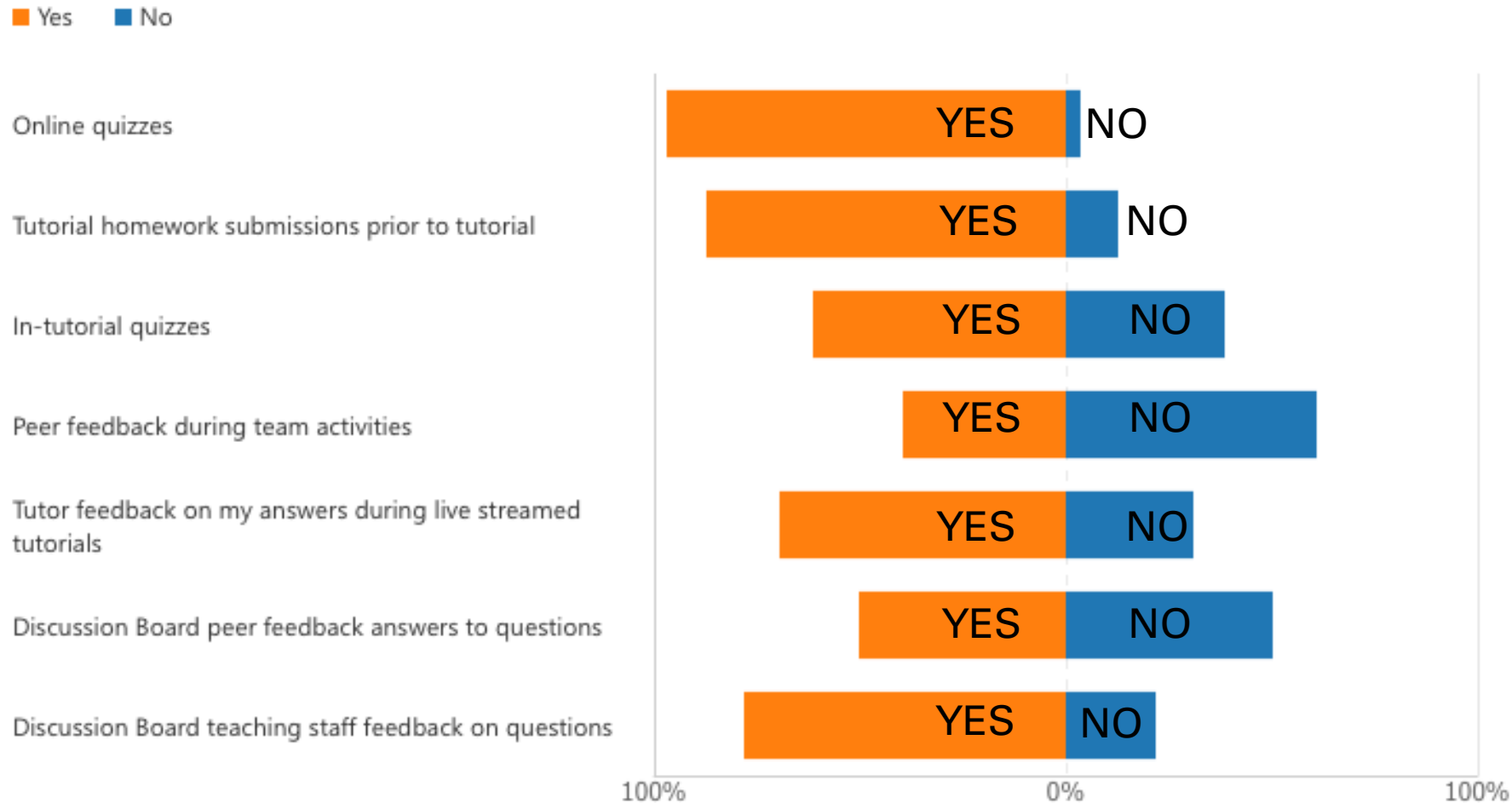
Self-check quizzes
On the Moodle site
Completion not
correctness



If the Lectures are live
streamed at the
timetabled slots would
you be interested to
attend?



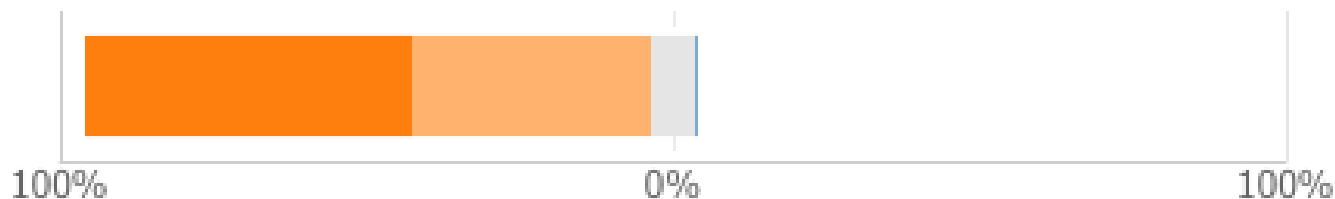
What types of feedback should we provide in an online format to help you improve?



What is the mix of activities would you most prefer during live streamed tutorials?

- 100% Tutor working through questions in traditional style
- 70% Tutor working through questions; 30% Team activities
- 50% Tutor working through questions; 50% Team activities
- 30% Tutor working through questions; 70% Team activities
- 10% tutor giving feedback; 90% Team activities

Mix:



What do students like in online teaching



They like interactive classes



Using chat/polls



Seeing other students



Interacting with other students

What do student not like in online teaching



Lack of engagement from their fellow students



Feeling left out of the conversation



Other students dominating the discussion



Unknown of online assessments, particularly online exams



Uncomfortable using microphone during class



Technical issues with internet connections and dropping out

Course feedback from T1 ACCT1511

What have been the best elements of studying online?:

What were the most challenging elements of studying online?



My teaching feedback T1 ACCT1511

- The best features of Victoria Clout's teaching were
- Victoria Clout's teaching could be improved by:

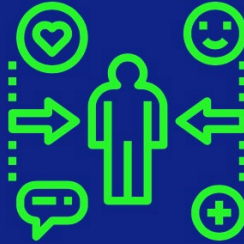


MyExperience- Student Feedback Surveys

Guidance for Students on giving feedback



We have all been trying
to figure out online
teaching during
COVID-19



Don't forget your teaching
staff Professors/Tutors
are human beings –
words can and do hurt



If something wasn't
great – how could
it be better?



Please share your
feedback via the
MyExperience or if
you want send an
email during Term



If someone or a program
really helped you –
they'd love to hear it

Setting boundaries with students



Have an email policy – put this on the Moodle site and self-enforce it. For example “emails are replied to Monday-Friday 9am-5pm, outside this time emails will be replied to the following day. Please do not send the same email multiple times”.



Have a discussion board policy – when it will close down. For example at 5pm the day before the exam staff will stop responding to emails. This way students will get a good night’s rest (and so will you!)



Have a class policy – “we can be informal but must be respectful”.

Summary:



- Live lectures with an opportunity to ask questions
- More interaction during class
- Regularly ask for feedback from students, e.g. have an Exit Survey
- Go old style and call students by name to participate
- Mix up your use of interactive tools, e.g. polls, microphone, etc.
- Be aware of students' preference for live interaction
- Students prefer lecture recordings over short videos