WHAT DO STUDENTS NEED FROM YOU?

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(School of Accounting)

Natalie Oh
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Schedule of presentation

Welcome
3:00 PM – 3:05 PM

Talking about student feedback from T1 (Victoria)
3:05 PM – 3:30 PM

Talking about tutor & PASS feedback from T1 (Natalie)
3:30 PM – 3:50 PM

Questions & Answers from the audience
3:50 PM – 4:00 PM
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 students not like in online teaching
Undergrad - Overall:

• Liked best:

• Greatest concerns:
Postgrad - Overall:

• Liked best:

• Greatest concerns:
Local students
International 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**
  - YES 41%
  - NO 59%

- **Team contribution e.g. Team quizzes in class**
  - YES 35%
  - NO 65%

- **Discussion Board Participation activity**
  - YES 32%
  - NO 68%
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?

- Online quizzes
- Tutorial homework submissions prior to tutorial
- In-tutorial quizzes
- Peer feedback during team activities
- Tutor feedback on my answers during live streamed tutorials
- Discussion Board peer feedback answers to questions
- Discussion Board teaching staff feedback on questions
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
What do students like in online teaching

- They like interactive classes
- Using chat/polls
- Seeing other students
- Interacting with out students
What do students 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