TEACHING AND LEARNING SHOWCASE 2024

Promoting Student Success –

A case study in near instant feedback

Andrew Meehan, Department of Electronic Engineering

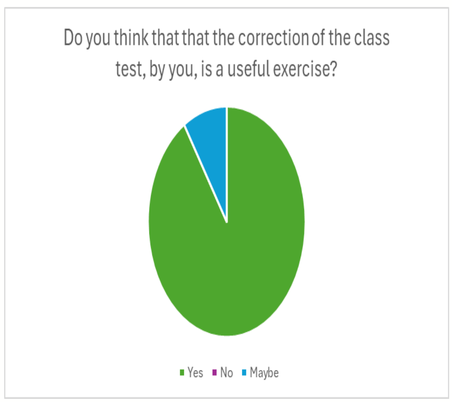
OVERVIEW

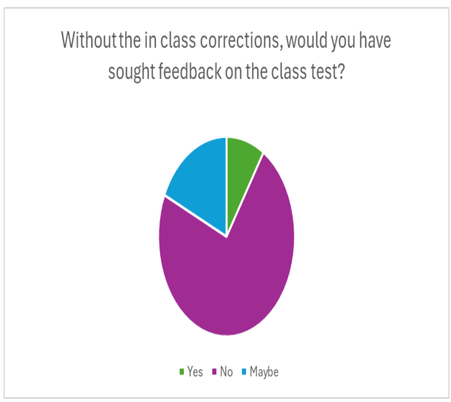
Requesting that student come looking for feedback is largely an unsatisfactory process for staff, with only a small percentage of students availing of this option..
For this module, EE312 Electromagnetics: Fields and Machines the format of teaching time allowed for setting, and subsequent, correction of class test within the teaching time.
The student do the test and after a short break correct their own test paper, graded based off the model solutions and student discussion.
Discussion is encouraged and reasons as to why an answer doesn't get full marks are given. [1]
These papers are then double checked by the lecturer to ensure fairness.
Over the past 2 years polls have been conducted to ascertain the level of student satisfaction with this process. [2]
Students were asked four questions:

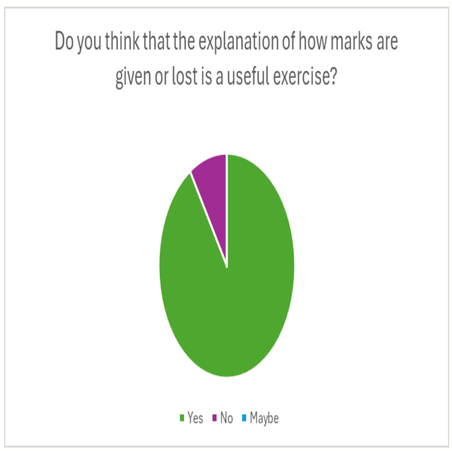
- Do you think that in class correction is useful?
- Do you think the explanation of how marks are given I s useful?
- If there was no in class correction, would have you asked for feedback?
- Do you prefer this method to other feedback mechanisms?

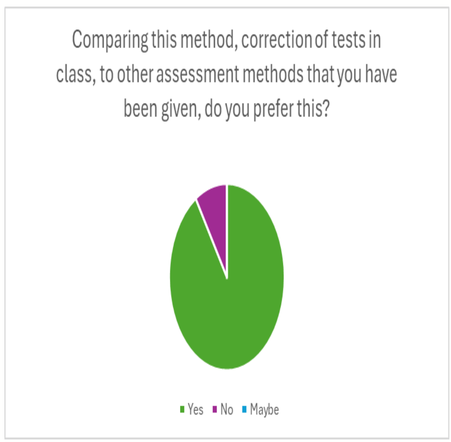
In all questions comments were encouraged.

KEY LEARNINGS





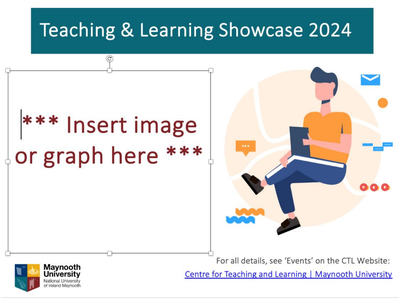




Impact and Reflections

It is clear that the faster feedback is important to the student and that the opportunity to explore alternative answers is useful to them.
It is unfortunate that many of the students would NOT have asked for feedback on their performance without the in-class corrections. It may be of interest to explore this further.
The debate with students to have them understand how corrections are done, the why, has turned out to be important.
This mode of on-class test correction will be continued as part of a larger student project.

Student comments:[these are taken directly from the student feedback]
Im an IPad kid, instant gratification good, Delayed reward bad
It lets me see where I went wrong helps me learn from it.
Takes away the long wait for receiving results and forces me to get feedback immediately



References

[1] P. Dębiec, "Effective Learner-Centered Approach for Teaching an Introductory Digital Systems Course," in IEEE Transactions on Education, vol. 61, no. 1, pp. 38-45, Feb. 2018, doi: 10.1109/TE.2017.2729498.keywords: {Tutorials;Computer science;Electronic learning;Resistance;Internet;Active learning;classroom;computer science;undergraduate;instructional design;learning technology},
[2] A. J. Magana, C. Vieira and M. Boutin, "Characterizing Engineering Learners' Preferences for Active and Passive Learning Methods," in IEEE Transactions on Education, vol. 61, no. 1, pp. 46-54, Feb. 2018, doi: 10.1109/TE.2017.2740203.keywords: {Learning systems;Blogs;Engineering students;Electrical engineering;Information technology;Active learning;graduate students;instructor-dependent learners;instructor-independent learners;peer reviews;slectures;undergraduate students},

Maynooth University
National University of Ireland Maynooth