Providing Timely and Structured Feedback via LMS Enhancements: A Case Study in a Technological Course

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Agenda

What teaching and learning problems can be effectively addressed by E-learning tools?

Is building in E-learning to a course technically difficult for the "average" teacher?

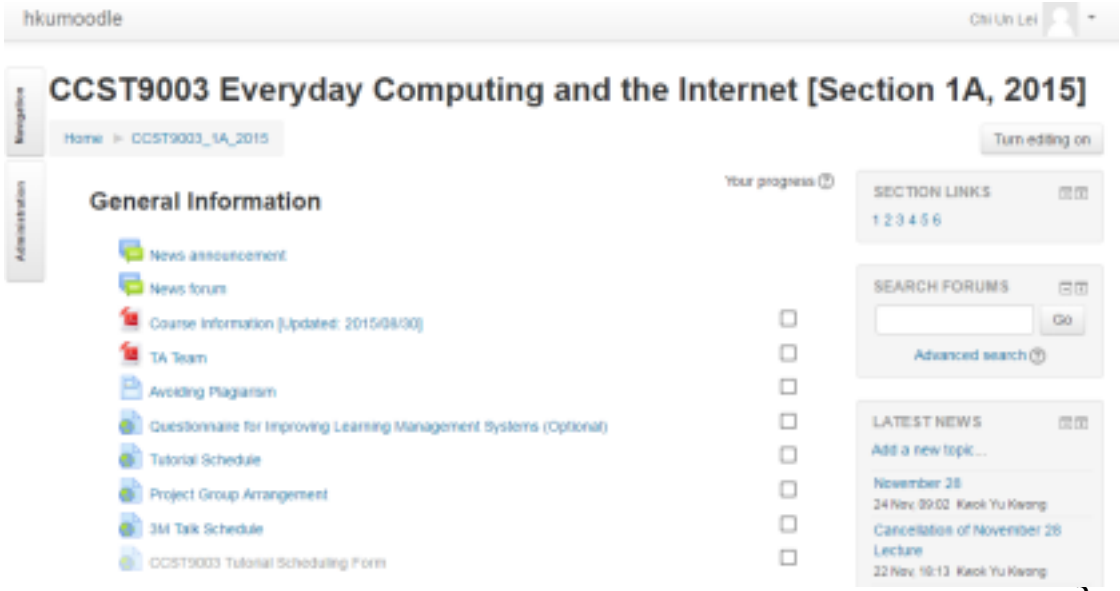
- Moodle usage in HKU
- Four scenarios
- Future Work

Moodle in HKU

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of course resources.

Moodle has been used as a Centralized LMS in HKU, maintained by ITS.

It is the first e-learning tools that teachers may try.



Moodle usage in HKU

Most teachers use Moodle as file repository only.

Most teacher-student interactions are done offline, within classes.

Feedback process is slow and without technology-assisted.

Most teachers are learning how to align learning outcomes with assessment.

Comments of assignments are from teacher only.

Scenarios from Practitioners

1. How to efficiently assess learning outcome in time through online pre-defined rubrics, during presentations or practical assessment activities?

2. How to match up comments to specific marking criteria in the rubric-based grading, in order to help students understand evaluation structure?

3. How to integrate peer feedback into grading process to assist students to develop their own high-level metacognition skills?

4. How to immediately consolidate students' learning progress during class with the help of in-class quizzes?

Question: How to immediately consolidate students' learning progress?

Just-In-Time knowledge check;

Misconception clearance;

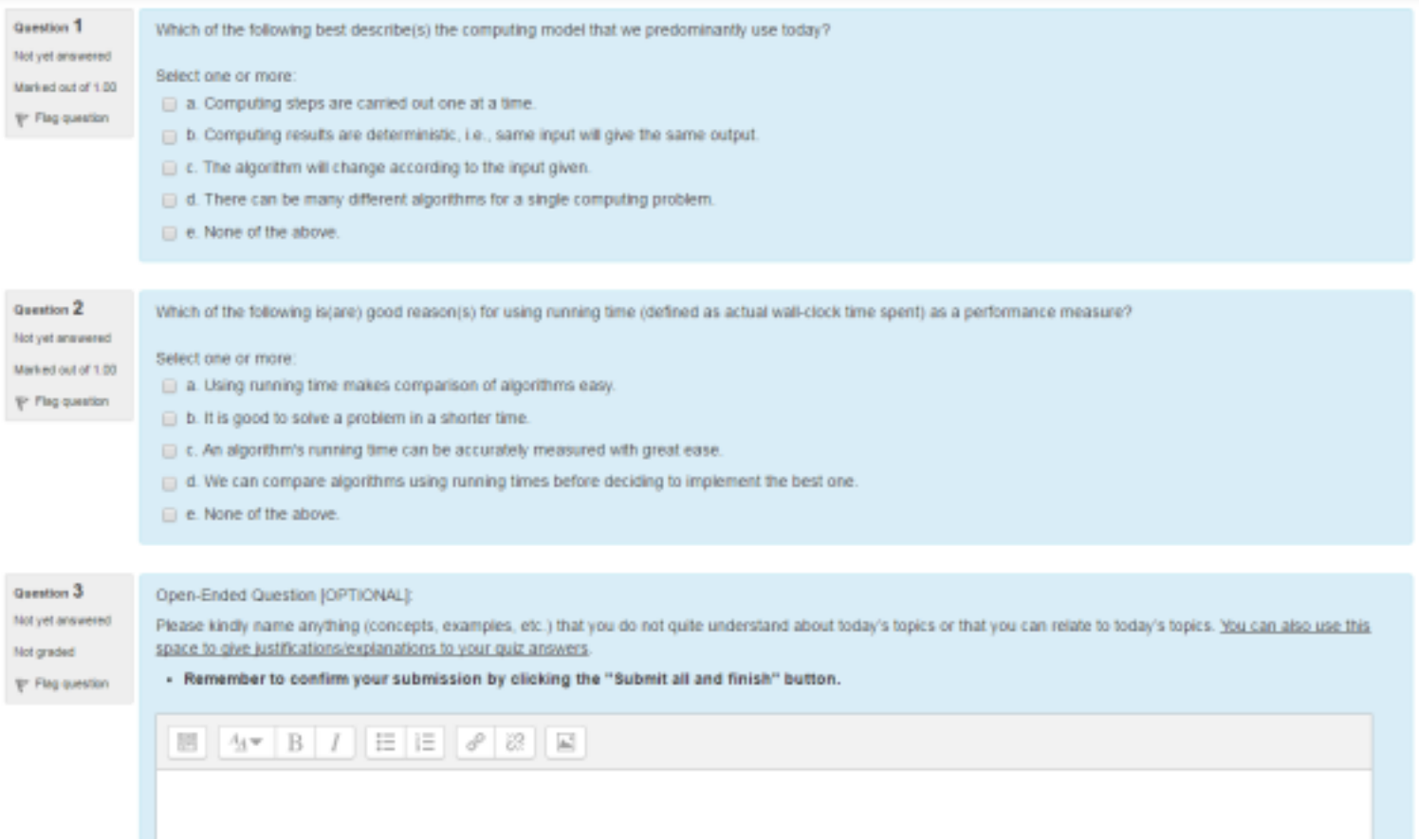
In-class engagement

Mentimeter?

Short quiz

Simple quizzes cl
within 1 hour afte
lecture

Open-end questio
for clarifications c
answers and lesso



Question: How to efficiently assess learning outcome in time during presentations?

Question: How to match up comments to specific marking criteria in the rubric-based grading?

Just in time;
Grade integrity

Instant marking via pre-defined rubrics

Feedback

Grade	**Understanding, Analysis, Synthesis, and Application of Knowledge: Knowledge is clear; Understanding is good**	Poor	Fair	Satisfactory	Very Good	Outstanding	Max.	Better to refer to Chapter 6
	Argumentation: Perspectives important; Logic is clear; Build a compelling case	Poor	Fair	Satisfactory	Very Good	Outstanding	Max.	Discussions about e-learning can be more in depth
	Structure / Organization: Introduction clear; Conclusion summarizes main arguments; Transitions are good	Poor	Fair	Satisfactory	Very Good	Outstanding	Max.	Good introduction by user stories
	Delivery: Adhere to time limit; Engaging audience at all times (eye contact, voice, gestures)	Poor	Fair	Satisfactory	Very Good	Outstanding	Max.	Finish within 3 minutes. Good eye contact
	Mechanics: Spoken language accurate; Pronunciation clear	Poor	Fair	Satisfactory	Very Good	Outstanding	Max.	Presentation can be more fluent
	66.14 / 100.00							
Graded on	Tuesday, 31 May 2016, 11:38 AM							
Graded by	Lei Chi Un							
Feedback comments	Good try. However, contents and discussions are not concrete enough.							

On-site instant marking through mouse clicking

Clear score breakdown with mapped skills

Marking aligned with CCC rubrics

Comments aligned with rubrics

Question: How to integrate peer feedback into grading process?

Meta-cognition/Evaluation;

Peer learning;

Feedback co-creation

1. Collect peer responses through survey
2. “Peer responses > Responses from peers”
3. Dissemilate responses from peers through assignments

Information

Flag question

Evaluation Rubric:

Criterion (for the video)	Evaluation: To what extent that the group achieve the following?
Understanding, Analysis, Synthesis, and Application of Knowledge	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts
Argumentation	Examines the issue from all important perspective
Structure/Organization	Provides an outline which clearly introduces the structure and a conclusion that clearly summarizes the main ideas; transitions from one idea to the next logically
Delivery	Video adheres strictly to the time limit and engages the audience at all times
Mechanics	Spoken language is always accurate, fluent, and precise

Question 1

Not yet answered

Marked out of 1.00

Flag question

Student that you reviewed (UID): (NOT your own UID)

Question 2

Not yet answered

Marked out of 1.00

Flag question

Please give a single score for the reviewee (scale: 0 to 10):

Scores and Comments

Question 3

Not yet answered

Marked out of 1.00

Flag question

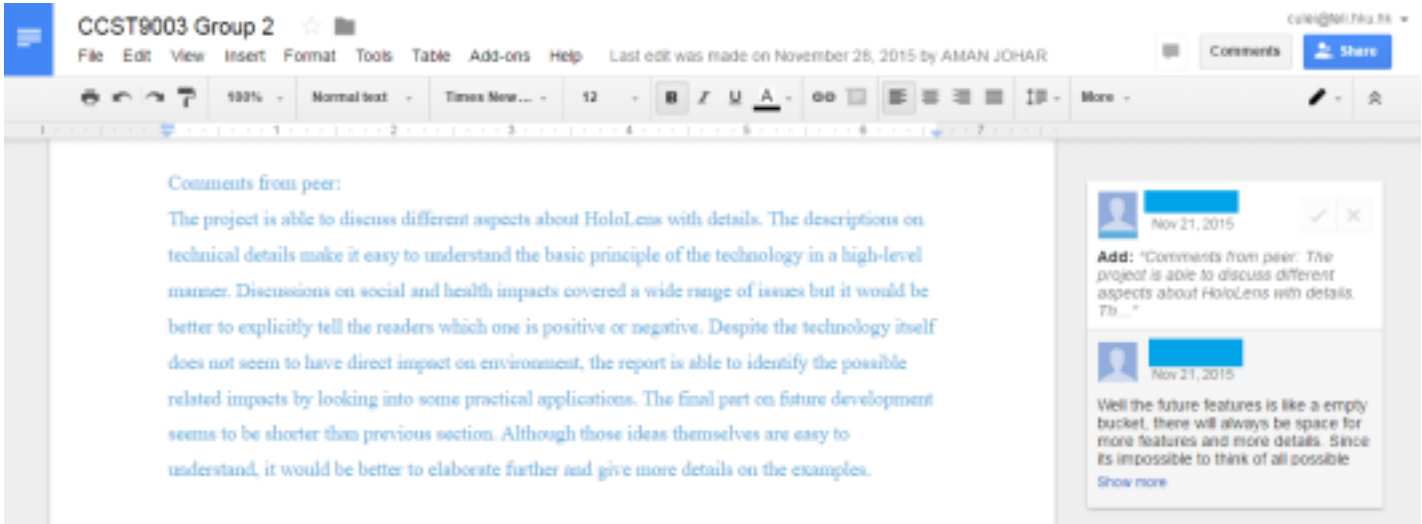
Your comments:

Feedback

Grade	82.00 / 100.00
Graded on	Tuesday, 31 May 2016, 11:51 AM
Graded by	Lei Chi Un
Feedback comments	The presentation is quite clear and well-organized. The illustration of theme and supporting idea is very concise which makes concepts easy to be understood. It may be better if the presenter can talk more about how this technology affects peoples life, its future application and potential drawbacks.

Semi-automatic processing

Comments from multiple peers



Integrate Google Service with Moodle

Future Work

What T&L problems can be effectively addressed by E-learning tools?

Is building in E-learning to a course technically difficult for an "average" teacher?

How should be the e-learning training in HKU?

How should be the e-learning cultivation in HKU?