

AUN-TEPL Webinar Series – 19th Jun 2020

Compilation of Q&A Responses

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- 1. My institution is seeking to develop a similar university-wide learning outcome feedback system in my institution. What considerations do I have to be aware of?**

I think the key is to work with university leadership to clearly define the targeted benefits for students and then work closely with instructors to build a workable system. The presentation also provides some insight into the many design choices to make.

- 2. Effective feedback involves timely communication to address students' gaps. Could you share examples of feedback to help them achieve their desired learning outcome?**

The system we presented provides a form of aggregated structured feedback which we think can complement the more timely, free-form feedback that instructors give during a course. With the former, students can engage in self-directed learning using the prescriptive recommendations we intend to provide regarding the improvement of specific collaboration skills, for example.

- 3. What are the strategies deployed by SMU in getting instructors' buy-in in adopting the use of such a system?**

We believe that if we can show the benefits to students and make it straightforward to adopt within the existing assessment policies in courses, instructors will see the benefits as well.

- 4. To what extent is feedback to students personalised?**

At this point, our plan is to use the calculated attainment levels for our various graduate learning outcomes to provide prescriptive recommendations based on that attainment level. We also think that the student dashboard will also allow instructors to further tailor the feedback they give to students.

- 5. Do students find it useful using this system across their years of study and across courses?**

It is a bit too early to tell since we are at the start of the rollout but the initial comments from students are such that we anticipate that they will.

- 6. Can you walk us through how an instructor typically uses this platform in his course?**

The video of the presentation and the demo can provide a good view. In a nutshell, the instructor links some of his or her course learning outcomes to the graduate learning outcomes and then links certain parts of assessments to these learning outcomes. That is the mechanics of it and is pretty straightforward. It is important that the instructor communicates the purpose of it and the specifics to students as well so that they can make sense of what will appear in the dashboard.

- 7. How many courses do you have now?**

The pilot in the semester that just ended saw 5 courses (with 9 sections in total) utilizing the

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GLO System. There will be a total of 10 courses (with 30 sections in total) using it in the upcoming term.

8. **It feels a bit strange to give a student a "master" status in introductory mods (000 and 100-level) even when his/her performance is superb. "Mastery" can be achieved and deepened only over time?**

Yes, this is something we think about as well. I do find that applying the definitions we use (Naive, Novice, Apprentice, Journey-Level, Expert, Master) can apply to skills demonstrated in introductory courses as well as skills demonstrated in junior and senior year courses.

9. **One feedback on GLOs from students -- "tips to improve GLO attainment" -- suggests this may turn into yet another "KPI" (like GPA) that some students will "game"?**

We plan for it to be formative only and tied to assessment components that are linked to grades. So not much incentive, or room, to game the results.

10. **Do faculty members discuss with each other such that they have a common understanding as to how to make rubrics and how the CLOs connect with the GLOs?**

That is the plan. We are planning to set up university-wide structures to facilitate this.

11. **Do students and the teacher in the class come together and formulate their own rubrics for the class? (So students can participate in the way they are evaluated.)**

Interesting idea. Nothing would stop an instructor from doing so but this is not part of the guidance at this point.

12. **How does SMU ensure there will be broad range of dimensions in the "common matrices"? Is diversity of personal capabilities one thing to be preserved here?**

We believe there is room for students to work on weaknesses and build on strengths in this framework. Probably a bit of both would be good.

13. **We need to ensure consistency in rubrics and rating by instructors across the different courses. How to ensure adherence? (Right now we each set our own standards and rubrics)**

At this point we focus on providing support for instructors by providing access to proven rubrics. Moving forward, we may look at other quality assurance methods.