

2015

Monitoring Student Engagement and Improving Performance

Brian Keegan

Technological University Dublin, brian.x.keegan@tudublin.ie

Bianca Schoen-Phelan

Technological University Dublin, bianca.phelan@tudublin.ie

Follow this and additional works at: <https://arrow.tudublin.ie/scschcomcon>



Part of the [Computer Sciences Commons](#)

Recommended Citation

Keegan, B. & Schoen-Phelan, B. (2015). Monitoring student engagement and improving performance. *ICE 2015*, Dublin, 26-29 October.

This Conference Paper is brought to you for free and open access by the School of Computing at ARROW@TU Dublin. It has been accepted for inclusion in Conference papers by an authorized administrator of ARROW@TU Dublin. For more information, please contact yvonne.desmond@tudublin.ie, arrow.admin@tudublin.ie, brian.widdis@tudublin.ie.



This work is licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 3.0 License](#)

Monitoring Student Engagement and Improving Performance

Monitoring Student Engagement and Improving Performance

Brian Keegan, Ph.D, and Bianca Schoen, Ph.D.

School of Computing, Dublin Institute of Technology, Ireland

brian.x.keegan@dit.ie, bianca.schoenphelan@dit.ie

Submission strand: Strand 2 Practitioner

Monitoring Student Engagement and Improving Performance

Third level student engagement in the classroom can be difficult for a number of reasons. Putting the content aside, factors include the duration of the class, size of the class, and time of day. Introducing classroom activities can be seen to improve student engagement and to reinforce key components. Teaching a technical discipline possess additional challenges in that the requirement to use technology in the classroom may not be feasible due to available building services. However, many students now possess mobile technology which allows them to participate in simple short classroom quizzes. The classroom quiz provides an opportunity to open discussions regarding question specifics. In addition to this it can be shown that improving participation in the classroom can improve motivation and performance in a subject overall.

Keywords: engagement, participation, motivation, performance, monitoring

Subject classification codes: eAssessment, Learning Technologies, Evidence based policy and practice

Introduction

Student engagement involves not just their interaction in the classroom but also their interaction with online learning materials. Student performance is normally measured based on assessments (O'Farell, 2005). However, this does not highlight their engagement with the material or their perception of engagement. Student motivation can be increased by introducing a quiz element into classroom learning (Braun, K. W., & Sellers, R. D. 2012). An appropriately timed quiz during lessons can help students focus on the material being delivered and motivate them to engage with the material. As well as improving motivation (Williams, K. C., & Williams, C. C. 2011), overall student performance can be increased by reducing the amount of cramming normally associated with end of year exams.

Literature Review

According to Braun (Braun, K. W., & Sellers, R. D. 2012) certain groups of students (mainly first year and second year) lack the same level of motivation as final year students. As such, lecturers of these courses have to find more effective strategies to motivate students. The authors have identified the following as key areas which need to be addressed by the lecturer;

- Class preparation
- Student punctuality for class attendance
- Participation in class activities

In order to address these issues the authors recommend using an easy to grade quiz that students should be able to answer providing they are familiar with the course work. Although the authors suggest that the student should have read the work in advance, it is possible to use the activity to test students on key points during an actual lecture. Although desirable (and more beneficial), this removes the requirement of preparation before attendance.

Williams and Williams (2011) support the work of Braun by identifying 5 key ingredients for improving student motivation.

- Students
- Teacher
- Content
- Method/Process
- Environment

The authors discuss how very little student learning can occur without consistent motivation and note that all of these strategies should be used as often as possible.

However, they also note that aspects of any of the five components could contribute to

and/or hinder motivation. As such, lectures should be selective about which elements they wish to change/enhance and closely watch the outcomes of the student motivation.

According to Biggs & Tang (2011) learning outcomes largely influence the teaching and assessment activities. Figure 1 below illustrates how this interaction takes place which can be used as a general framework for teaching.

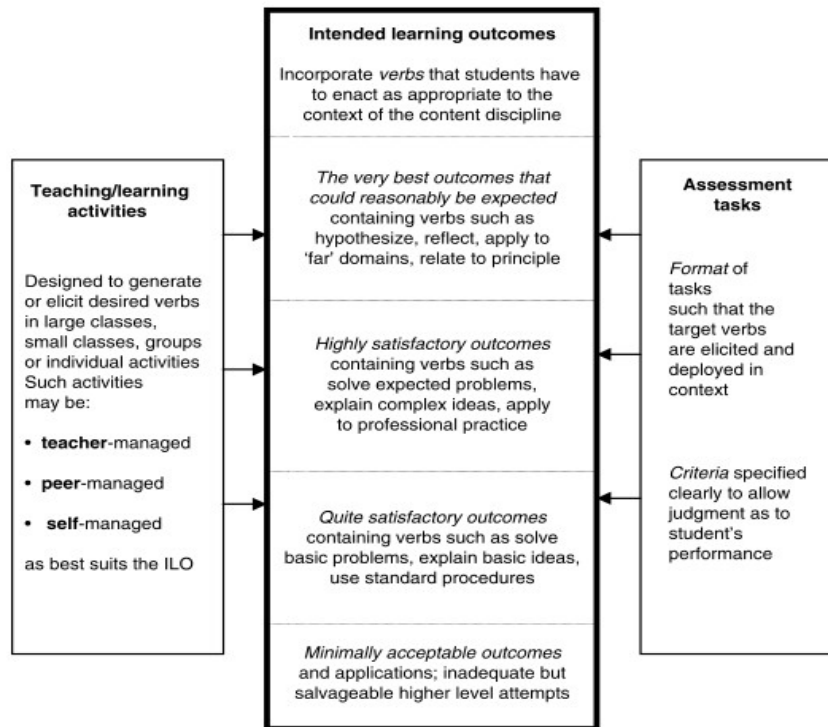


Figure 1: Learning outcomes aligned with teaching assessment (Biggs & Tang, 2011)

By introducing a classroom quiz based on learning outcomes we can still maintain this framework and help to improve student motivation and engagement.

In order to determine the success of the quiz and the engagement students will be surveyed regarding their participation, satisfaction and engagement. As a basis for the survey the Irish Survey of Student Engagement (ISSE, 2013) was consulted to extract appropriate questions and format.

Assessing student learning should use applied knowledge tasks (Brown, Bull, & Pendlebury, 2013) Using multiple choice multiple answer questions can be used to applied knowledge. Multiple-choice multiple-answer questions are often used for computerised assessment. This format allows for remote assessment and instant feedback. However, Davies (2001) argues that computer assessment should more than just multiple-choice tests for it to be credible. The purpose of the computer aided assessment in this study is used to supplement practical exams and written exams. The computer based assessment accounts for a portion of the overall grade.

Research Methodology

The study was carried out in two phases with a group of 46 students studying network technology in their penultimate year of an honours degree program. Students engage in two hours of lectures and 2 hours of practical labs over a 12 week semester. Continuous assessments (CA) are given at week 7 and week 11. The continuous assessment is in the form of a multiple choice multiple answer exam.

Phase 1:

Traditional method of classroom lectures supported with labs. Lectures consist of slides which can facilitate discussion throughout the lecture. Students should carry out self-study in addition to using online material provided by NetAcademy (an online learning resource. Cisco, 2015). Student access to the online material will be tracked through records of weekly logins. Lecture notes are hosted on Webcourses and are available to download each week. Webcourses (an online learning and teaching resource provided by Blackboard, 2015) statistics tracking is enabled which allows tracking of file access

and downloads. Students are given a continuous assessment (CA01) to examine their skills at the end of phase 1. A survey will be conducted before the exam.

Phase 2:

The procedure is the same as phase 1 with the addition of a classroom quiz during lectures. The quiz will consist of 3 – 5 multiple choice/answer questions using Socrative (Socrative, 2015) and mobile technology (smart-phones or laptops). The quiz will be timed for delivery at the end of each major section (approximately every 20 minutes). Students are again given a continuous assessment (CA02) examine their skills.

Survey questions were based on a study carried out for the Irish Survey of Student Engagement, 2013 (ISSE, 2013). Student responses were graded on a scale 1 -5 with the general format as follows;

1. Never
2. Sometimes
3. Often
4. Very often
5. Don't know.

Student participation in the survey was high with 94% of the students engaging (43 out of 46). The questions asked were as follows;

- Q1. How often have you asked questions in class or lab?
- Q2. How often have you worked hard to master a difficult concept?
- Q3. How often have you attended class without completing preparatory work?
- Q4. How often have you attended this module without completing the preparatory work?
- Q5. How often do you access the online course material in NetSpace?
- Q6. How often do you access learning material for this module other than the supplied material?
- Q7. How prepared are you for this exam?
- Q8. Have you completed many of the WAN Technologies chapter exams?

- Q9. Do you think the lectures adequately cover the Cisco course material?
- Q10. How interested are you in this module?

Findings and Discussion

In Figure 2, student responses to the phase 1 pre-test survey are displayed. The most interesting return from this was the student perception on how often they view online material (Q5). From the results, approximately 27% said they never access the online material. In Figure 3, we can see a very different result. Before the lab exam in week 7, approximately 50% of students had not accessed the content since week 1 (week 1 of teaching started on September 15th). In addition to this students were asked if they access other course material for which approximately 15% said never. According to WebCourses statistics tracking students had never downloaded lecture notes.

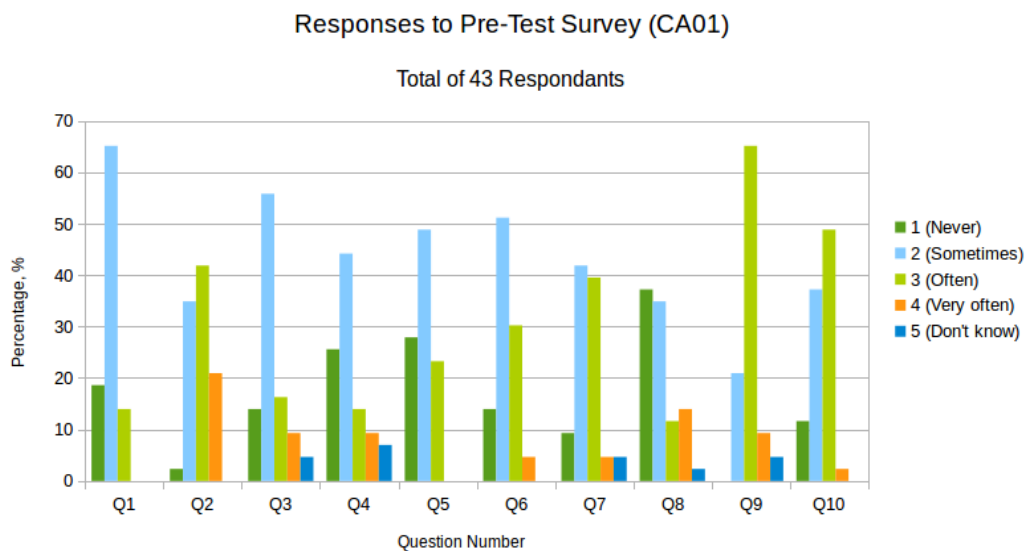


Figure 2: Responses to CA01 pre-test survey

Questions 9 and 10 were intended for feedback on lecturer preparation. The expectation here, given the low interaction with the online material, was that there would be an even spread of responses. On the contrary, the results were considerably positive. Over 75% said that the lectures were prepared or very prepared and approximately 88% of students said they were interested to some degree in the subject. This would indicate a high level of enthusiasm for the subject.

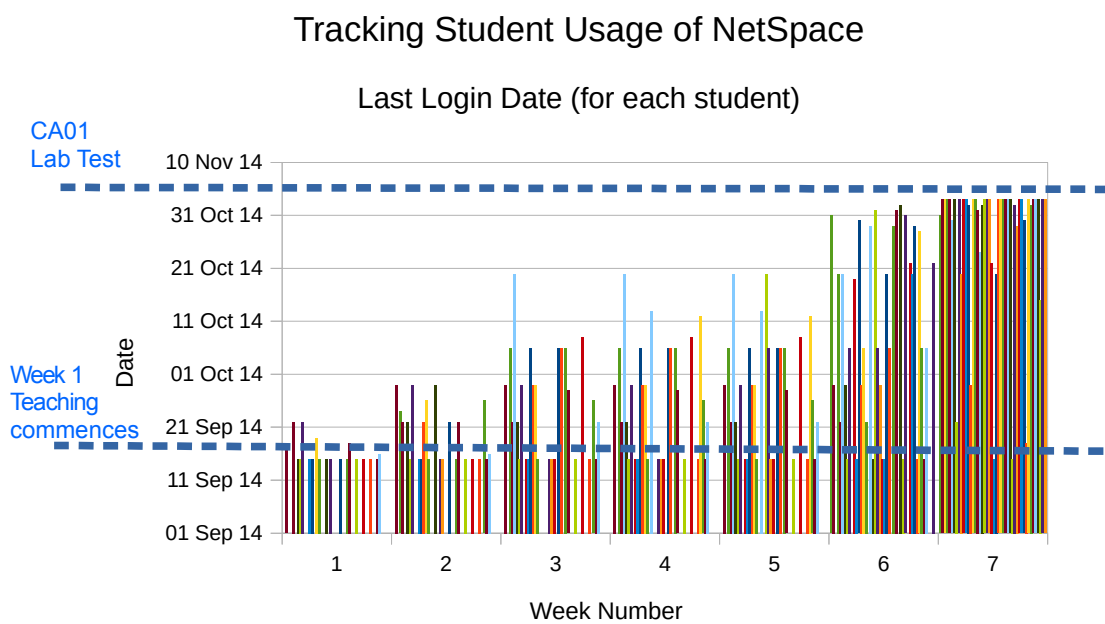


Figure 3: Tracking student access to Cisco NetSpace content (CA01)

From the graph in Figure 3 we can track the student access to online material in NetSpace. We see a clear increase in the level of access in week 7 when the assessment was scheduled. This would indicate that student engagement with online material is low with a significant increase before the assessment in week 7. However, usage statistics from Webcourses indicated that there was no material for this module downloaded (i.e. class lecture notes).

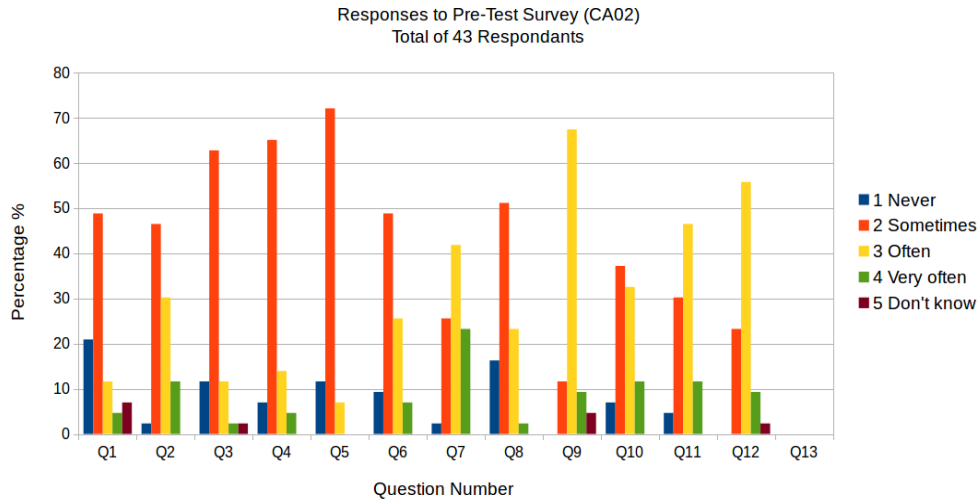


Figure 4: Responses to CA02 pre-test survey

In phase 2 students engaged in a short classroom quiz. Participation in the quiz was anonymous with the focus on providing feedback to questions answered. Students could see the percentage of correct or incorrect responses for the entire class as they progressed. This facilitated a discussion on the correct answer and increased student engagement. In Figure 4 we show the responses to the pre-test survey for CA02. In addition to previous questions we also included the following

- Q11: How satisfied were you with the CA?
 - *Response:* 1: 5%, 2: 30%, 3: 47%, 4: 12%, 5: 0%
- Q12: How beneficial did you find the classroom quiz
 - *Response:* 1: 0%, 2: 23%, 3: 56%, 4: 9%, 5: 2%

Question 13 was provided for “Any other comments”.

When we track the student access to online material we can again see that interaction is low until the week of the continuous assessment. Figure 5 shows a similar trend to Figure 3. Once more, WebCourses indicated that there was negligible download activity.

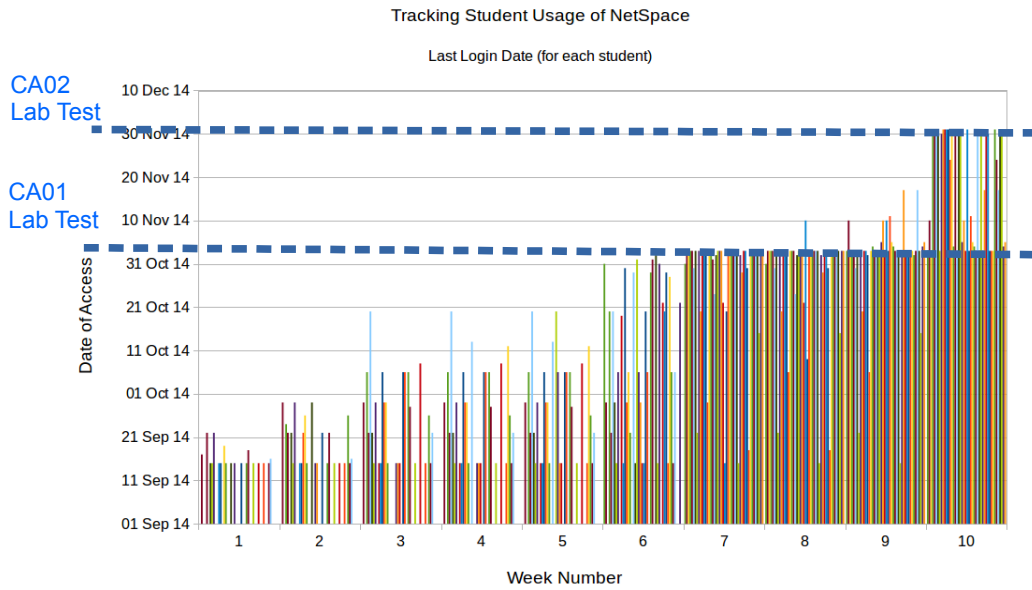


Figure 5: Tracking student access to Cisco NetSpace content (CA01 and CA02)

Student tracking of engagement of online material shows an obvious trend on how students prepare last minute for an exam. Table 1 shows the student performance when compared between phase 1 and phase 2. The two most significant findings from this comparison is the time spent answering questions and the improvement in score. After phase 2 the students spent longer answering questions. The pay off for this was the improvement in all student performance. This occurred not just at the average but also for the top performing students.

	CA01	CA02
Average Time	32 mins	42 mins
Average Correct	31.91	38.76
Average Incorrect	11.59	9.52
High Score	88	100
Low Score	24.67	16
Mean Score	66.17	78.89
Standard Deviation	18.52	18.19

Table 1: Comparing student performance from phase 1 to phase 2

Conclusions

The aim of this research was to monitor student engagement with course material and to improve their engagement and performance through the introduction of classroom quiz. Classroom engagement when the quiz was introduced increased significantly. The results for access to course material were surprising in that student perception on their level of interactivity can be considered higher than actuality. Clearly students did not access the material as much as they believed they did. However, from the survey student interest is quite high. It could be argued that students are accessing content on the subject from alternative learning resources not tracked. For example, students may be using an alternative learning resource or could be distributing notes via some other means. This could be investigated further by refining the survey to ask more direct questions.

Phase 2 involved using an interactive quiz (ungraded) in the classroom as well as a lab quiz for continuous assessment. Feedback from phase 2 was positive in terms of the classroom quiz. The format of the quiz is to use 2 -3 multiple choice questions via Socratic. The quiz takes time to set up and timing of delivery is crucial. Timing should allow for a number of factors;

- Ideally a quiz should be delivered after each major or new topic or after approximately 20 – 30 mins.
- The quiz should allow time for discussion of the answers afterwards
- Reading the class. A class room at 9am on a Monday morning behaves differently than the same group after lunch on a weekday.

The use of the classroom quiz had an overall positive affect on the student performance. Although it did not appear that engagement with the learning material increase, classroom engagement and assessment performance did increase. As an added incentive

to improve engagement in the classroom quiz students could be rewarded with partial credit. By tracking student number login for the Socrative quiz students could be awarded a percentage of their CA for participation. This however, would remove some of the anonymity amongst peers if they are familiar another student number. However, it is assumed that awarding marks for participation in the quiz rather than performance would encourage student engagement.

References

- Biggs, G., & Tang, C. (2011). *Teaching for Quality Learning at University*. Maidenhead: McGraw-Hill and Open University Press.
- Blackboard, (2015). *Blackboard Inc*. Accessed February 15th, 2015.
<http://uki.blackboard.com/sites/international/globalmaster/Platforms/Blackboard-Learn.html>
- Braun, K. W., & Sellers, R. D. (2012). *Using a “daily motivational quiz” to increase student preparation, attendance, and participation*. *Issues in Accounting Education*, 27(1), 267-279.
- Brown, G., Bull, J., & Pendlebury, M. (2013). *Assessing student learning in higher education*.
- Cisco System Inc. (2015) *Cisco Networking Academy*. Accessed February 15th, 2014, from <https://www.netacad.com/>
- Davies, P. (2001). *Computer Aided Assessment MUST be more than multiple-choice tests for it to be academically credible?*
- ISSE (2013) *The Irish Survey of Student Engagement (ISSE) Implementation of the 2013 National Pilot*. Retrieved December 18th, 2014 from http://studentsurvey.ie/wordpress/wp-content/uploads/2013/12/ISSE_Survey_final2013.pdf
- O'Farrell, C. 2005 *Enhancing Student Learning through Assessment*. Retrieved from http://www.tcd.ie/CAPSL/academic_practice/worddocs/assessment_toolkit.
- Socrative.com (2015). *Socrative by MasteryConnect*. Last Accessed February 15th, 2015 from <http://www.socrative.com/>
- Williams, K. C., & Williams, C. C. (2011). *Five key ingredients for improving student motivation*. *Research in Higher Education Journal*, 12, 1-23.