

Federation for Self-financing Tertiary Education (FSTE)  
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## Striving for Quality Education

### Reclaiming Student Engagement: Student-Faculty Interaction Enhancement

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- “Why haven’t you dumped e-mail as the means of communication?”

### Implications

- Have my messages been come across so far?
- How much has he missed?
- Why so late – is it my fault, his fault or both?
- Alternate means, including social media, especially Whatsapp
- Already Week 10 ... too late to address?
- What’s happened? Not engaging enough?

### Boiling down to ...

## Student engagement

### DEFINITION: STUDENT ENGAGEMENT

- Astin (1984): “the amount of **time** and **effort** students put into their studies and other **educational purposeful** activities ... [and] **how** the institution **deploys** its resources and **organizes** the curriculum and other learning opportunities to **get** students to **participate** in activities.”

### STUDENT ENGAGEMENT SURVEY

- Part of the theoretical foundation for the National Survey of Student Engagement (NSSE), and in turn the Community College Survey of Student Engagement (CCSSE)
- Other significant theories:
  - Tinto (1975, 1987, 1993, 2012): theories on student departure, integration, leaving college, completing college, etc.
  - Pace’s (1984) quality of effort theory
  - Chickering & Gamson’s (1987) seven principles
  - Terenzini, Springer, Yaeger, Pascarella, & Nora’s (1996) general conceptual model

## CCSSE: BACKGROUND

- The Community College Survey of Student Engagement (CCSSE)
  - provides data and analysis about student engagement in community colleges.
  - used to gauge the level of student engagement in college.
  - a tool to assess CC's student engagement, a key indicator of learning and, therefore, of the quality of community colleges.

## CCSSE: BACKGROUND

- The survey questions assess institutional practices and student behaviors that are correlated highly with student learning and student retention.
- The survey serves three purposes for community college administrators and instructors:
  - benchmarking
  - diagnosis
  - monitoring/accountability

## CCSSE: BACKGROUND

- first launched in 2001
- administered by the Center for Community College Student Engagement, in the University of Texas at Austin College of Education.
- Five constructs (benchmarks):
  - Frequency of student's engagement in **Active & Collaborative Learning**;
  - **Level of student effort** applied to educational pursuits;
  - Degree of **Academic challenge** students experience at CC;
  - Amount of **Student-Faculty interaction** that occurs in class, out of class and online; and
  - **Support for Learners** provided through institutional practice and students' use of certain college services.

## WHY CCSSE?

- Document and describe key dimensions of quality in CC education
- A widely-used survey instrument in the States
- Aim to improve college experience
- The results of CCSSE show:
  - how students spent their time;
  - in what ways and how often they interact with faculty and classmates;
  - what they gain from attending college.

## CCSSE in Hong Kong

- "We feel strongly that either the UGC or the Government should initiate surveys and assessments to measure the overall university experience of students and the "value-added" of the education provided by UGC-funded institutions. These survey and assessment results can provide guidance for institutions to improve education quality, particularly with respect to student learning." (HKUGC 2010, p. 80)
- CCSSE adapted as a local survey tool @ CC in HK
- Piloted at one of the local CC in 2015
- Triangulated by interview data (both local and Mainland students)

## Focusing on ...

### Student-Faculty interaction

## 2015 SURVEY RESULTS

- Interview data on Student-Faculty interaction:
  - Attitude towards teachers
    - "Am I a robot? Or am I part of a factory workflow? I just don't want to see the powerpoint slides anymore. Who is the teacher? Are powerpoint slides talking? Why do I have to pay so much to watch those slides?"
  - Pastoral care
    - "I like here because of a small student population. My instructor can offer me something beyond academic knowledge. He shared me tips in choosing my future career."
    - "The first question teachers asked me is not about academic work. She just cares if I suffered any homesick. I remembered that day fell on Mid Autumn Festival and she gave me a mooncake. I couldn't help sobbing."

## What Instructors can do more ...

- ***As curious about wrong answers as they're about right answers and they encourage students to make mistakes (Great teaching requires more than knowing a subject well)***
- <https://www.youtube.com/watch?v=ziBb75YfrP4>
- Yeah, so what's the prize we're gonna get for learning this poem?
- Learning is the prize. Knowing how to read something and understand it is the prize.
- Each new fact gives you another choice. Each new idea builds another muscle, okay? And it's those muscles that are gonna make you really strong.

## What Instructors can do more ...

- ***Override accept social codes (Shh! Is just the beginning ... ensure they have the tools to learn)***
- <http://www.youtube.com/watch?v=OifGad5WZ34>
- <https://www.youtube.com/watch?v=o7nqCxs8ZDU>
- <http://www.cbsnews.com/stories/2007/01/31/eve/ningnews/main2419497.shtml>
- Rafe Esquith # Room 56
- *Teach Like Your Hair's on Fire*

## What Instructors can do more...

- ***Make their thinking visible***
- <https://www.youtube.com/watch?v=MRp2R9-otmg>
- Attention
- Passion
- Energy
- Challenging
- Rules/ Discipline
- Setting the bar high
- Reward (exposure to something foreign)

## What Instructors can do more ...

- ***Ask questions to encourage reasoning, not regurgitation***
- <https://www.youtube.com/watch?v=gQU3EphIpMY>
- Mr. Anderson, I see you sitting there in agony. Come on, Todd, step up. Let's put you out of your misery.
- Isn't that your worst fear? Well, I think you're wrong. I think you have something inside of you that is worth a great deal.

## Wrapping it up

- Spur students onwards
- Frequent encouragement
- Concrete feedback
- Ready to listen
- A sense of humour
- Try to see learning activities from students' perspective
- Acknowledge effort and achievement with your time, attention and personal interest