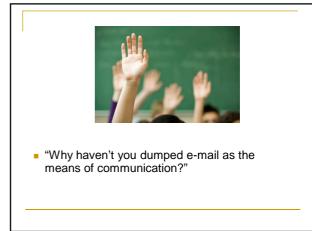
Federation for Self-financing Tertiary Education (FSTE) Conference 2018 Striving for Quality Education Reclaiming Student Engagement: Student-Faculty Interaction Enhancement Paul LI 1 June 2018



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 signifcant 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 "valueadded" 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
- <u>https://www.youtube.com/watch?v=o7nqCxs8ZD</u> <u>U</u>
- 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