

# Student Learning: Are We Listening?

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# Singapore Management University

History: since 2000

Population: ~7,000 students

Faculty: ~300 full time

Six Schools offering undergrad:

1. Business
2. Accounting
3. Information Systems
4. Economics
5. Social Sciences
6. Law

Sixteen graduate programs

LCMS Used: Blackboard-LMS



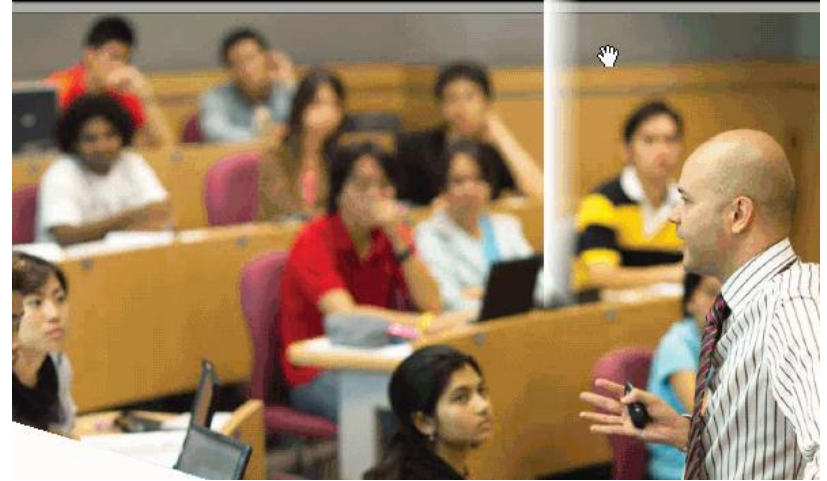
# The SMU Learning Experience



- For any one term, we have 625 sections running
- Focus on interactivity in the classroom (by design)
- Deliberate small classes – no big lectures (45 seats)
- Seminar style teaching (1.5 hours chunk)
- Group projects (study rooms)
- Promote self-learning

# Classroom Evaluations

- Class participation
- Project presentations and reports
- Self Assessment
- Focused on discussions
- Limited exam component
- Continuous assessment
  - assignments, quizzes, midterms



# Student Feedback


- Mid-term feedback
  - University wide
  - student online portal
- End of term feedback
  - University wide
  - Tied in to signing up for next term's course



In both cases- timely feedback is an issue



# SMU Learning Management System

SMU  
SINGAPORE MANAGEMENT  
UNIVERSITY

[Accessibility](#) | [Help](#)

Build Teach **Student View**

**COMPUTER AS AN ANALYSIS TOOL 1 - 2006-0720PIM102G6-10-12**

**Course Tools**


- Course Content
- Mail
- Announcements
- Calendar
- Assignments
- Assessments
- Discussions
- Learning Modules
- Media Library
- Web Links
- Who's Online
- Goals
- Roster


**My Tools**


- My Grades
- My Progress


Your location: **Home Page**


**Course: OPIM102 CAT**

[Lessons By Week](#)


[Course Admin](#)


[Exercises](#)


[Assessments](#)


[Discussion Forum](#)

This discussion group is opened to CAT Groups 06, 10 and 12.

[Resources](#)

[Online Consultations](#)

[Data](#)

[Past Projects](#)

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If you encounter problems with SMUVista, please e-mail to [SMUVista Admin](#)

# Case: IS102 - CAT

- Business modeling with Excel
- Core course across the University
  - 16 sections of 40+ students each
  - Students from accountancy, business, information systems, economics and social sciences
  - 13 x 3 hours of contact time
- “heavy course” with 3 assignments, midterm and project at the end.
- Problem: what happens in between assignment, midterm and during project period?

# Online Journal

The screenshot displays the SMU My SMUVista interface. At the top, the SMU logo and navigation links (My SMUVista, Accessibility, Help, Log out) are visible. Below the header, the course title '2009-102IS102G11 - Computer as an Analysis Tool' is shown. The interface is divided into three main sections: Build, Teach, and Student View. The left sidebar contains two toolbars: 'Course Tools' and 'Instructor Tools'. The 'Course Tools' toolbar includes links for Course Content, Announcements, Calendar, Mail, Assignments, Discussions (highlighted), Goals, Learning Modules, Media Library (H), Roster, Search, Web Links, Chat, and Who's Online. The 'Instructor Tools' toolbar includes links for Manage Course, Assignment Dropbox, and Grade Book. The main content area shows the 'Discussions' section. It includes a 'Your location: Discussions' breadcrumb, a 'Discussions' title, and buttons for 'Create Topic', 'Create Category', and 'Reorder Categories'. Below these are two tabs: 'All Topics ( 2 Messages )' and 'All My Posts ( 2 Messages )'. The 'All Topics' tab is active, showing a list of discussion topics. The first topic is 'Journal' (344 Messages), described as 'Log entries to describe your learning in this course. Graded.' The second topic is 'Threaded Discussion' (2 Messages), described as 'For class chatter.' Below the list is a section for 'Uncategorized Topics' which states 'There are currently no topics in this category.' At the bottom of the list is a 'Delete' button.

SMU SINGAPORE MANAGEMENT UNIVERSITY

My SMUVista | Accessibility | Help | Log out

Build Teach Student View

2009-102IS102G11 - Computer as an Analysis Tool

Your location: Discussions

Discussions

Create Topic Create Category Reorder Categories

All Topics ( 2 Messages ) All My Posts ( 2 Messages )

☐ Journal (344 Messages)  
Log entries to describe your learning in this course. Graded.

☐ Threaded Discussion (2 Messages)  
For class chatter.

Uncategorized Topics  
There are currently no topics in this category.

☒ Delete

(H) = Hidden



Build

Teach

Student View

## 2009-102IS102G11 - Computer as an Analysis Tool



[CHAN MING JOCELYN](#) 12

[Sin Ye TOH SIN YE](#) 8

[TAN YANLING ANGELINE](#) 9

[ANDREA KHONG LI LIAN](#) 11

[NEO YI WEN](#) 8

[MAY WEE WAN TING](#) 11

[CHUA WEN MIN AUDREY](#) 2

[CHOO HUI SHAN ADELINE](#) 11

[QUEK SHU RONG SERENE](#) 13

[LI YONG LI](#) 12

[POH SI JIE ANGELINE](#) 12

[SOPHIA HUANG YEYUN](#) 11

[PEH WEI TING](#) 9

☐ **Subject:** week4 Journal

**Date:** 30 January 2010 8:44 AM

The pace of week4's class is good. Thanks Prof for going extra slowly, i feel that it is better that we all fully learn an excel function rather than to half learn a few here and there without full understanding. In week 4, i learnt about auto filter, advance pivot table and etc. I especially like the filter function as it is really convenient when we are presented with large amount of data. And of the 3 methods that Prof taught us on 2 way look up, i prefer the index match function. The named rangers method seems a little more troublesome to me. Excel is really more and more interesting. Having said that, i can sometimes get so annoyed doing excel when i am not able to do the questions (for example in assignment 1). Now that assignment 2a is coming up, i am starting to get nervous. In assignment 1, we can research on how to handle the questions and have sufficient time to complete it. However, assignment 2a has a time limit and is an in-class one. I am still rather new to excel ): Though Prof has mention that it is going to be a straightforward one, i think i have to put in extra effort over the weekend to prepare for it. Nevertheless, for asignment 2b, our group has started and i believe we are working well together! (:

Comments

Forward

Lock Message

(0 Comments )

☐ **Subject:** Week 6 Journal

**Date:** 10 February 2010 10:54 AM

Week 6 class is the last class before mid-term break! I learnt about normdist and norminv and how to combine what we learnt about rand() and datatable when formulating a table for bin and frequency. CAT is really such a module that requires us to apply what we have learnt and put into different problems to solve. However, how do we train our brain to think of the best and right way? For example, after Prof went through the assignment 2a, he made the whole assignment 2a seems so easy to do! However, why didn't we thought of combining the three data all together? ): I think it requires us to really familiarised ourselves with the excel functions. I was rather demoralised after listening to the answers as i got quite alot of wrong answers plus i couldn't finish. I really tried very hard already. Somehow i just find CAT very hard to do. Nevertheless, my group was the second best for the assignment 2b! I am really happy about it! Because we all put in the effort to do despite that it was just 5%. I like my CAT group as we can work really well together, helping one another and never forget to have fun while doing our work. We have also discuss for the assignment 2 where we decided to do on subway! Nevertheless

# Learning Journal

- Keep a Weekly Journal to reflect on your learning experiences in the class.
  - This journal is kept in SMUVista under the Discussion area.
  - It is a **private** discussion area, and your journal is only made readable to yourself and the instructor, and no one else.”
- I suggest that you compile this journal on a **weekly** basis. It is good to spend about 20 minutes each week just to reflect on what is going on in the class, and what you've discovered after class.
- The journal is **graded** according to the criteria listed below. This grading is done at the end of the course.

# Learning Reflections using Online Journaling – a LMS tool

- The purpose of this journal is twofold. First, it will serve as a **reflective guide for you as you progress through this course**. As you write this Journal, you will be more aware of your learning journey during this class. You will be more involved in organizing your learning; you will be more cognizant of the learning tasks that you have enjoyed and learnt

Secondly, as you share your thoughts on the course, and on your learning journey, it helps the instructor to see himself through your eyes. It helps the instructor to be more aware of what he have tried to accomplish in class, and it helps him correct areas that you've found to be confusing or discouraging. Knowing these issues will **help the instructor change his behavior** towards you and toward future learners.

(see Brookfield: Becoming a Critically Reflective Teacher, 1995, Jossey-Bass)

# Questions for journal entry

- what have I learnt this week about myself as a learner?
- what have I learnt this week about my emotional responses to learning?
- what learning task did I respond to most easily this week?
- what difficulties did I encounter in this week's lesson?
- what learning activity or emotional response most took me by surprise this week?
- what do I feel proudest about my learning activities this week?
- what do I feel most dissatisfied about my learning activities

# So what do the students write in their journals?

## 1. How they feel (affective)

- Expressed anxiety about personal progress
- Expressed a sense of achievement, relief or satisfaction on completing assignment, midterm and projects.
- How they feel about the course load
- Feelings about other fellow students and peer learning



# So what do the students write in their journals?

## 2. What they've learnt (process)

- Tackling the difficult assignment etc.
- Workload and timing (midterm and project)
- Likes and dislikes during class
- Learning outside the classroom
- Peer help and self learning
- New things they've learnt

# So what do the students write in their journals?

## 3. Problems they face (learning to learn)

- What worked for them in the assignments
- What mistakes they made
- Time management
- How they think they can do better next time
- What they need to figure out to do well in class





## So what do the students write in their journals?

### 4. About the course, peers and instructor

- What they thought was good/bad about the course
- How they've managed to work with good/bad project mates
- Whether the instructor was any good
- How the course turned out to be useful for them

# Engagement

1. Excerpts
2. Did all this reflection change anything?
  - ✓ To the student
  - ✓ To the instructor

# Discussion

- Its easy – it makes sense
- Engages student in the learning process
  - Do students who reflect do “better”?
- Timely feedback to instructor on how students cope with different parts of the course.
  - Engages instructor to the student
- Sum of the student more than the course.
- Listening to all who have something to say.