

Michael Prosser, David Kember and David Pomfret

The University of Hong Kong

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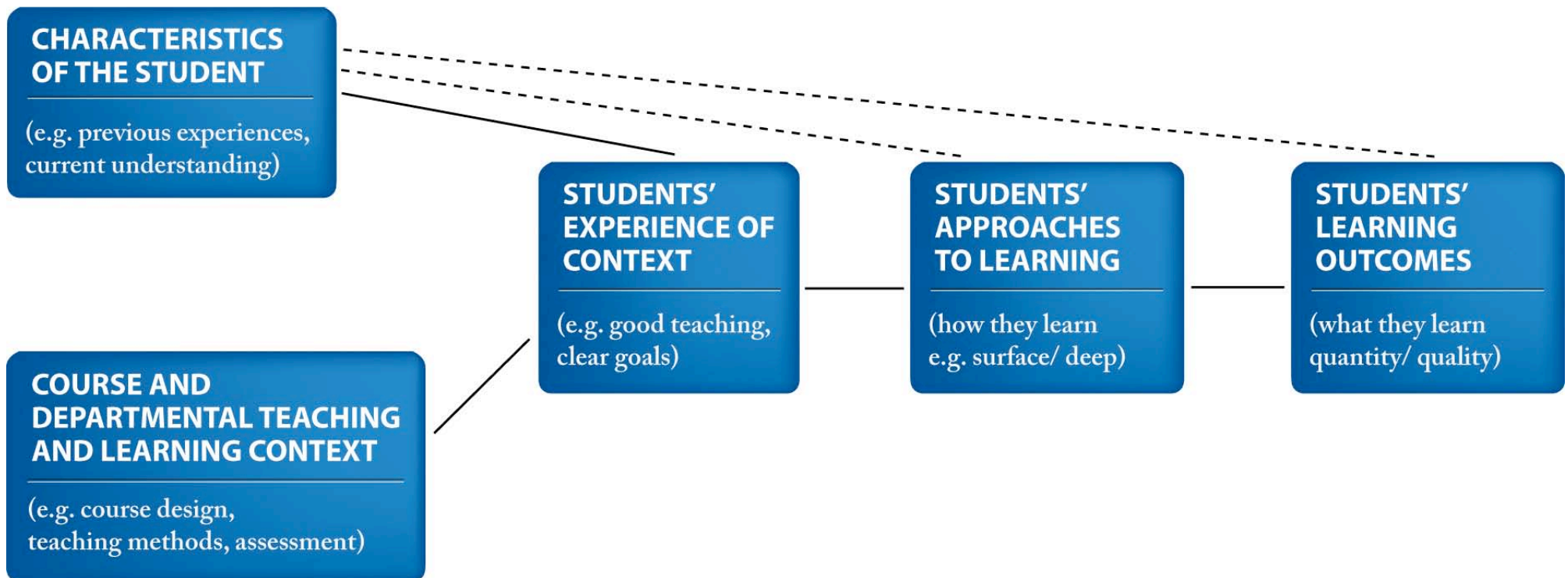
Structure of Presentation

1. Model of student learning informing questionnaire design
2. Brief outline of questionnaire designed based upon the model
3. Results of the piloting and analysis of the questionnaires and implications for the model and students learning
4. Providing feedback to programmes
5. Use in quality enhancement
6. The Arts Faculty, as an example



Overview of the student learning perspective

Figure 1: Model of Student Learning



At HKU we have developed a Student Learning Experience Questionnaire (HKUSLEQ) based upon the 3P model:

Students' Learning Outcomes: University Aims

Students' Approaches to Learning: Study Process Questionnaire (John Biggs) and

Students' Experience of Context: Course Experience Questionnaire (Paul Ramsden)



Examples of HKUSLEQ items for Learning Outcomes (University Aims):

Aim 2: Tackling novel situations and ill-defined problems.

As a result of my university experience, I feel confident about tackling unfamiliar problems

Aim 3: Critical self-reflection, greater understanding of others, and upholding personal and professional ethics.

As a result of my university experience, I am able to evaluate my academic strengths and weaknesses realistically

Aim 6: Leadership and advocacy for the improvement of the human condition

As a result of my university experience, my commitment to making the world a better place for all to live in has been enhanced



Students' Approaches to Learning

	Intention	Strategy
Surface Approach	Reproduce in the Short Term	<ul style="list-style-type: none"> - rote memorise information needed for assessment - failure to distinguish principles from examples - focus on discrete elements without integration
Deep Approach	Understand for the longer term	<ul style="list-style-type: none"> - meaningfully memorise information for later use and application - relate new ideas to previous knowledge - relate concepts to everyday experiences - relate evidence to conclusions



Examples of HKUSLEQ Items for Students' Approaches to Learning

Surface Approach (reproduce for the short term)

I think browsing around is a waste of time so I only study seriously what's given out in class or in the course outlines

Deep Approach (longer term understanding and application)

While I am studying, I think of real life situations to which the material I am learning would be useful

Biggs' Study Process Questionnaire (SPQ)

Confirmatory Factor Analysis SPQ (14 Item, 2 factor model (RMSEA=.061, CFI=.898))



Examples of HKUSLEQ Items for Students Experience of Learning Context:

Good Teaching

The teachers normally give me helpful feedback on my progress

Clear Goals and Standards

The teachers made it clear right from the start what they expected from students.

Appropriate Workload

The volume of work necessary to complete this degree curriculum means it cannot all be thoroughly comprehended.

Appropriate Assessment

To do well in my degree curriculum all you really need is a good memo

Confirmatory Factor Analysis CEQ (15 item, 4 factor (RMSEA=.046, CFI=.961))



Factor Analysis of Course Experience, Approaches to Learning and Learning Outcomes

Scale	Hong Kong Factors		Australian Factors	
	1	2	1	2
Good teaching (feedback)	.81		.79	
Clear goals and Standards	.77		.62	
Appropriate workload		-.59		-.70
Appropriate assessment		-.68		-.65
Surface approach		.69		.81
Deep approach	.58		.69	
University Aims	.69			
Overall Satisfaction	.77			



Hong Kong n=2123; Australia n=8975; loadings less than .4 deleted

The structure of the Study Process Questionnaire is similar in East and West.

The structure of the Course Experience Questionnaire is similar in the East and the West.

The structural relationship between students approaches to study and experience of their courses is similar in the East and the West.

As well, student achievement of the HKU Educational Aims and their overall satisfaction is related to how they experience their programme of study and how they approach their studies

All of this is consistent with the model upon which the HKUSLEQ was designed



HKUSLEQ

- § University aims (13 scales)
- § Teaching and learning environment (8 scales)

- § Administered to first and final year students



Action plan

- § Meeting held to interpret results and produce action plan
- § Evidence
- § HKUSLEQ
- § Qualitative data
- § Specific questionnaires e.g. experiential learning



Example — Arts faculty

- § Use of English scores low c.f. University mean
- § 1st year lower than 3rd year c.f. University mean
- § Suspected might be problem in adapting to University study
- § Investigated further with interviews



Difficulty of learning to write in discipline

- § I think my sense began to build after I had done my first assignment. Learning was different, the teaching method was different and certainly there had to be some difference in terms of my assignment. When I first saw the question, I knew immediately that I could no longer pick things according to the Chinese medicine prescription, but rather, I had to choose supporting evidence or arguments for writing my essays. I could sense that there needed to be a difference in terms of how I wrote my essays, and the kind of direction I needed to take. (Sociology 2)
- § The lecturers from other courses required us to write in the proper academic style. But they did not teach us the methods for doing so. (Translation 1)



Integration of disciplinary and skills courses

- § We do have a core course in history and its intention is to help us adapt better. In that course, we will learn how to read a book, how to write references, and how to write an essay. I think this course is very helpful in terms of writing essays for we were given a stack of materials and up until now, I still hold on to this stack of materials every time when I write my essays. There are various styles in writing references, and I will cross-check with this stack of materials again-and-again to make sure I'm doing something correct, not making any mistake. (History 5)
- § Luckily our professors are very nice for we are allowed to present and discuss our ideas to our professors prior to writing an essay. They will comment on what we should and should not include, and may even provide references for us to read. Most important is that we have to prepare first, draft our ideas prior to seeing them. (History 5)



English in discipline

§ English in discipline courses are being developed

