

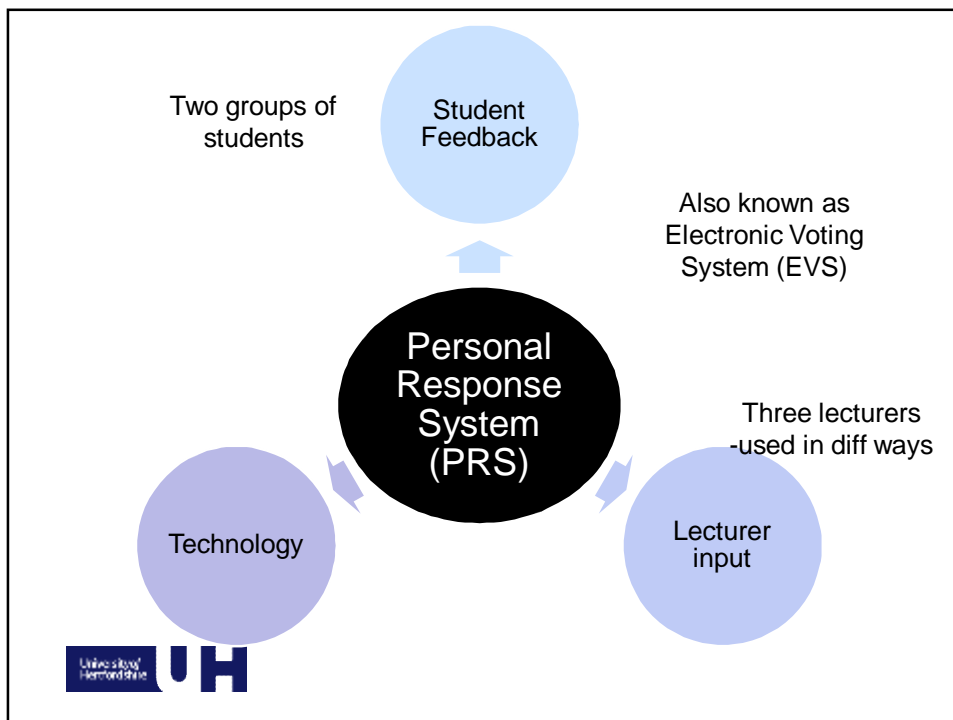
The Impact and reaction of accounting students to the use of EVS technology for Formative and Summative Feedback



Karen Robins
Director of Learning and Teaching
Business School



University of Hertfordshire



Background

- Accounting students have a single focus:
 - Do the numbers
- Accounting students **MUST** have a high level of communication and presentation skills
- 280 cohort in 0809
- HOW TO ENGAGE THEM?



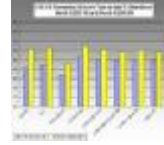
Project Aims

- To raise the **motivation** of students within their lectures by providing immediate **formative feedback** to students.
- To provide '**just in time**' teaching for difficult concepts.
- To encourage a high level of **interaction** within lecture/tutorial sessions
- To **identify weak students** at an early stage enabling early intervention and support
- To **reduce failure rates** and improve student performance





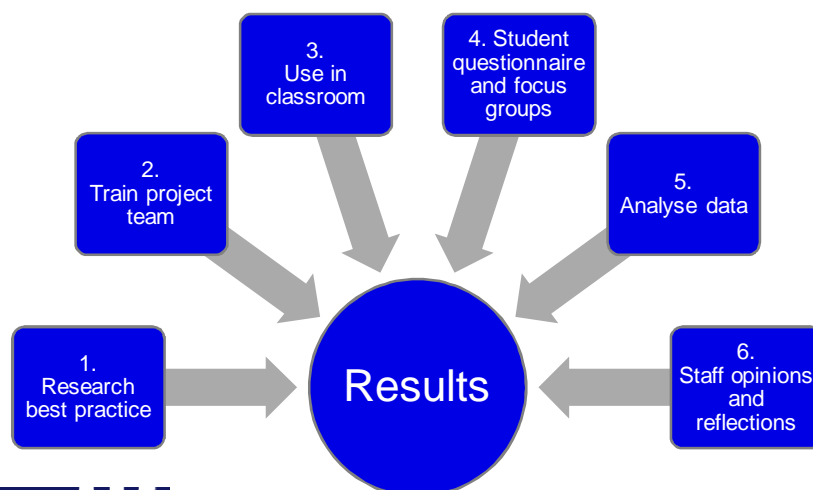
Context



- High failure – how to reduce these
- STRATEGY
 1. Provide more and better feedback
 2. Improve engagement and attendance via a range of initiatives



Methodology



Skills for Accounting

- Used for formative and summative feedback



Student Questionnaire

Questionnaire Results"	Cumulative Percentages			
	Strongly Agree	Agree	Disagree	Strongly Disagree
EVS is easy to use	43	90	99	100
EVS was easy to learn	27	88	99	100
It was good to see the answers to the EVS questions immediately	36	78	95	100
I would recommend use of EVS technology for this module next year	30	77	95	100
Using EVS technology was fun	30	75	96	100
I would recommend use of EVS technology in other Business School modules	23	75	96	100
The support provided in using EVS technology was appropriate	14	77	94	100
I was happy to provide a £30 deposit for the loan of EVS	14	57	83	100
Weekly EVS questions were the only reason for attending lectures	12	44	77	100
Using EVS helped my understanding of the module	4	38	83	100
EVS helped me prepare for my assignments	5	29	71	100
To use this Technology the user must be computer literate	6	23	60	100



"This was a valuable tool in learning the topic and should be used as widely as possible, especially with economic / numeric topics"

Student Focus groups Skills for Accountants– level1

Students said:

- It **involved me** in the lectures
- I learnt a lot from sessions and aimed to improve from them
- It made the lectures **interactive**
- EVS was **easy** and **fun** to use, and made learning easier
- EVS helped **highlight problem** areas
- I enjoyed EVS as an alternative to being lectured all the time
- I got **instant feedback**
- Something different in lectures other than sitting and listening
- Paid more attention and **held their concentration**



Student Focus groups Skills for Accountants– level1

Students said:

- Too easy to gain marks
- Questions were **not hard enough**
- **Noise** level increased
- **Time limits** for each question were too long/too short
- EVS questions were **time consuming**
- Students could **guess** correct answer
- Sometimes answers did not seem to register
- Disliked the fact that it did not run smoothly
- Friends may give them the answer thus **cheating** is possible



Management Science – level 2

- Used to help students reflect on previous lectures
- Students wrote questions
- Lecturer created quiz with student questions
- Students answered quiz in next lecture



Student Focus groups Management Science – level 2

Students felt that

- I feel that I learn even if I get the answer wrong
- It helps because we normally have to concentrate on listening
- It creates a **relaxing break** after all the talking
- It is an incentive to return to the lecture after the break
- All subjects should use it
- Helps refresh your memory
- There is an **incentive** to get everything right (prize)

But

- Sometimes the equipment did not work properly



Lessons Learned from Students

Based on a questionnaire to students we can conclude:

- The EVS system was easy to use and easy to learn AND FUN
- Students liked seeing answers to questions immediately
- Students were happy with the support for the technology
- Students felt involved
- More interactive
- Held concentration more
- Relaxing break from listening
- Learned something even when they got the answer wrong



Lecturer response

- Students really enjoyed it
- Played a big part in making important points clear and memorable.
- Consider using EVS more regularly.
- Technical skills not essential
- Easy to put together
- Great fun
- Students would like to link EVS responses to league table



Issue

- Academics failed to identify weak students early enough due to lack of understanding on how to use functionality of software



Conclusions

- Every student should be given a handset (sort out who and how they pay)
- All staff trained to use and encouraged to use particularly in years 1 & 2
- Students preferred EVS during lectures – able to compare and evaluate their own performance
- International students able to interact without feeling shy



Conclusions cont.

- Students enjoyed writing their own MCQs
- Students wanted use of EVS to be more competitive (i.e. run a league table)
- EVS gaining popularity in other institutions:
 - University of Surrey
 - Northumbria University



Recommendations

1. Use session management to record individual student scores and build up a league table
2. Find a better way to manage the financial issues in respect of the handsets
 - give away or loan via LRS
3. Make use of EVS part of our pedagogy



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Thank you!

Any questions?

