

# Learner Centric Approach: Student Feedback

Sumana Jayaprakash

Assistant Professor, Department of Civil Engineering, Malnad College of Engineering, Salgame Road, Hassan, India

**Abstract:** *Although the theories of Learner centric approach claim that learning is enhanced by adoption of Learner centric approaches in teaching learning; supported by learning management systems, the teacher handling the course is curious to examine the facts and find out for herself the truth whether the new methods adopted over the traditional methods of chalk and talk are conducive for learning. This paper is a case study of such an examination. The course is Environmental Studies (HS006) handled for the 6<sup>th</sup> semester students of the Department of Electronics and Communication. The adoption of the Learner centric approaches brings about a paradigm shift in the course planning and delivery by the teacher. There are umpteen number of free to use platforms available for the teacher to explore and use the most conducive ones specific to the task to be carried out. This case study attempts (a) to find out the students' feedback as to the preference of the technology friendly systems for learning over the traditional methods. And (b) Whether the gender factor mattered in the feedback (difference in the feedback of the boys versus the girls). The following approach is carried out: 1. Collaborative Learning supported by MOODLE (Modular Open source object oriented learning environment). 2. Conduction of Quiz (Individual) using Google form 3. Feedback collected from students' using Google form. Five questions on the three factors mentioned above were asked to the students in the feedback questionnaire. Out of 61 students in the class, in the feedback analysis on use of technology friendly systems for learning an average of 73.11% of the students have given score of 5, on the scale of 5-1, 5 being the highest score, 21.31% of the students have given a score of 4, and 5.57% of students have given a score of 3. No student has given score below 3. This approach can be replicated to other student group to check the feedback on the above factors, which can justify the truth or otherwise of the findings examined on larger sample.*

**Keywords:** Student centric, learning, Feedback, fact finding

## 1. Introduction

Creating a dynamic student centric classroom environment conducive for learning is a continuous process of learning for the teacher. Each course and each class she handles presents a multitude of situations and challenges. In the process of exploration, she designs the course and structures the planning for the individual sessions of the class. This includes directing the student to self study by uploading the resource materials required for the course and weblinks to access relevant materials, uploading announcements, instructions, syllabus, course plan, assignment tasks, quiz questions and grading after evaluation are to mention a few. Learner centric activities like active learning, flipped classroom, collaborative learning etc become an integral part of the teaching learning process. After the completion of each of the activities in class; by a thorough self introspection and student feedback, she is able to analyse the data and do better in the future with the fact findings. In this activity the attempt was to introduce collaborative learning in the class, conduct a quiz on the content learnt and taking student feedback. Here the MOODLE Learning Management System is adopted for Student enrolment to the course, uploading of course materials, self made video instructional material using screen-cast-o-matic, links to short video on specific course related topics. Google form is used for conducting quiz. The link to the quiz was shared in whatsapp group of the class. The activity was monitored by the teacher. The student feedback on the activity carried out was taken using google form.

## 2. Methodology

- 1) The Interactive lecture session
- 2) Learning materials uploaded Management System MOODLE
- 3) Formation of Groups for collaborative learning

- 4) Conduction of Quiz using google form
- 5) Student Feedback using google form
- 6) Analysis of the findings
- 7) Conclusion and limitations

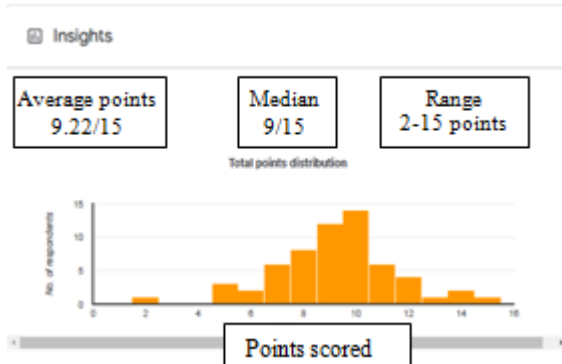
- 1) **The Interactive lecture session:** The traditional classroom lecture module was carried out, with class polls for active learning. The focus was on the concepts and the application aspects. This part was covered in 40 minutes.
- 2) **Learning materials was uploaded Management System MOODLE,** pertaining to six topics dealing with the global issues of the environment. Six Short videos, of 6-8 minutes each, which will give an insight of the current scenario. 30 minutes time was given after the lecture to watch the videos individually in the students mobile phones in class. This activity was continued in the next class also for 30 minutes.
- 3) **Formation of Groups for collaborative learning :** Each bench in the class accommodates 4 students. Hence eight students of two benches were to form a group. Total number of 3 boys' group and 4 girls' group were formed (a) The first task given to the group was to prepare Multiple choice questions on the six topics they watched. In a group of 8 students, each student was to frame two questions, the total number of questions to be framed by the group numbering to 16. This activity was to be done collaboratively helping each other for group goal. (b) The second task was to frame a question of higher order thinking for 5 marks, and write down the answer to the framed question individually. Group members are to help each other. Each member to share the question and answer with the group, thereby the entire group to obtain mastery over the 16 multiple choice questions and 8 questions of 5 marks each.
- 4) **Conduction of Quiz using google form:** From the six topics, Out of the total number of 112 multiple choice questions framed by the 7 seven groups, 15 questions

Volume 9 Issue 4, April 2020

[www.ijsr.net](http://www.ijsr.net)

Licensed Under Creative Commons Attribution CC BY

were selected by the teacher for quiz using google form. The quiz was conducted in two classrooms, enabling students to sit two in a bench. Time given was 20 minutes for the quiz. The quiz was posted in the whats app group of the class. The activity was monitored by the teacher.



Total points distribution of quiz scores



Classroom 1: conduction of quiz

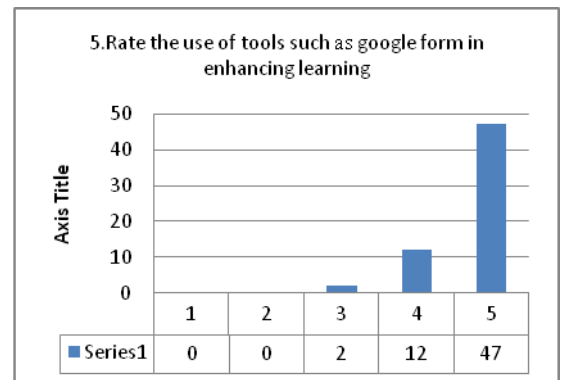
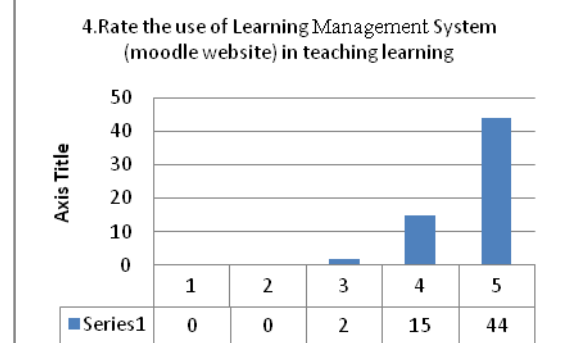
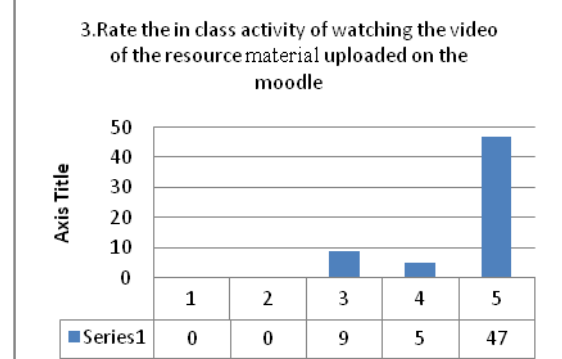
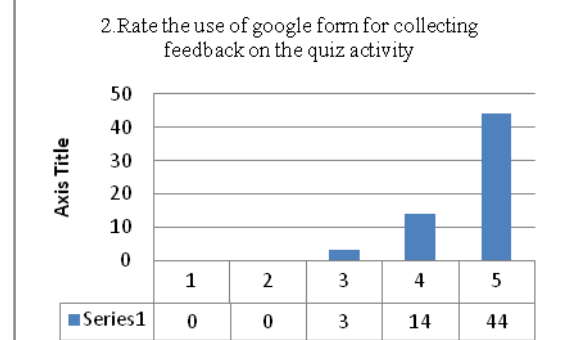
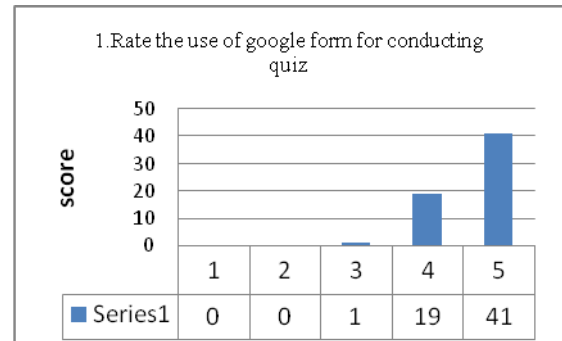


Classroom 2: conduction of quiz

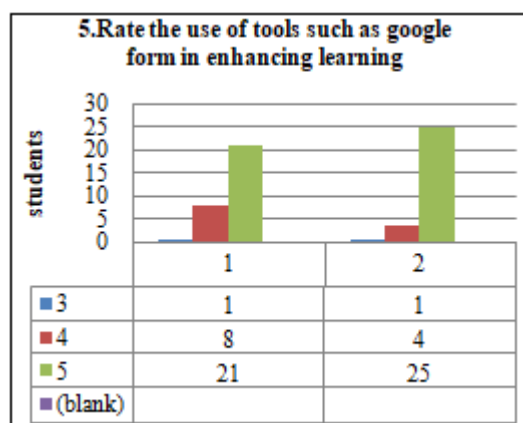
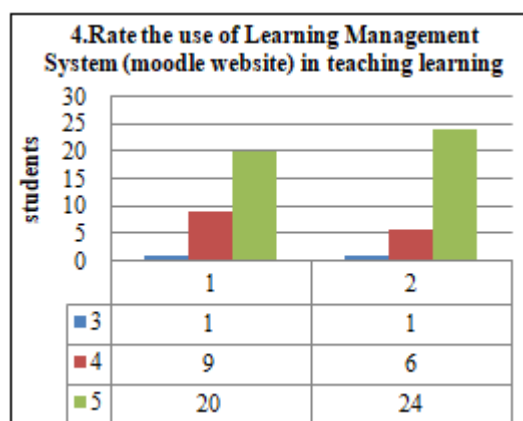
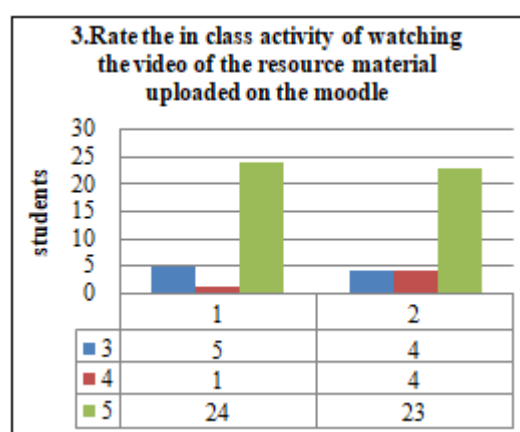
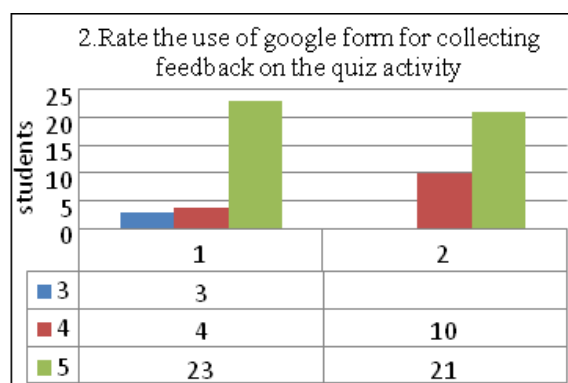
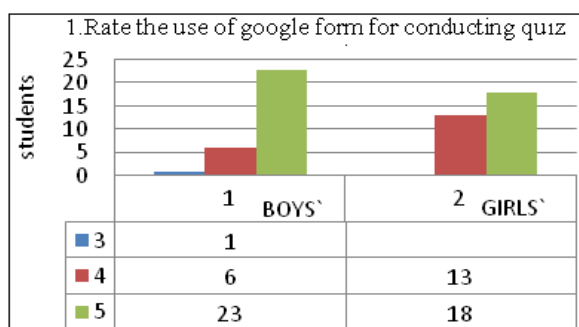
**Student Feedback using Google form:** Student feedback on five questions on a scale of 1-5 was taken by using Google form.

### 3. Analysis of the findings

Feedback questions	Score given by students				
Number of students = 61	5	4	3	2	1
1.Rate the use of Google form for conducting quiz	67%	31%	2%	0	0
2.Rate the use of Google form for collecting feedback on the quiz	72%	23%	5%	0	0
3.Rate the activity of watching the video of the resource material uploaded on the moodle	78%	11%	11%	0	0
4.Rate the use of Learning Management System in teaching learning	72%	24%	4%	0	0
5.Rate the use of tools such as google form in enhancing learning	77%	20%	3%	0	0

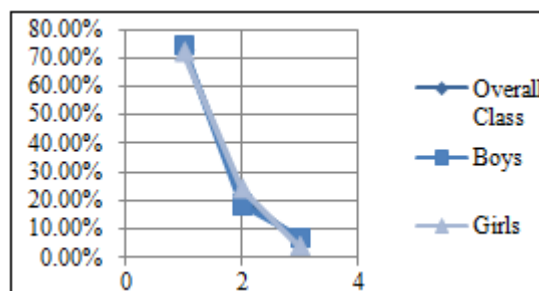


Feedback questions		Score given by students				
Nos of boy students = 30 Nos of girl students = 31		5	4	3	2	1
1. Rate the use of google form for conducting quiz	Boys	77%	20%	3%	0	0
	Girls	58%	42%	0	0	0
2. Rate the use of google form for collecting feedback	Boys	77%	13%	10%	0	0
	Girls	68%	32%	0	0	0
3. Rate the activity of watching the video of the resource material uploaded	Boys	80%	3%	17%	0	0
	Girls	74%	13%	13%	0	0
4. Rate the use of Learning Management System	Boys	67%	30%	3%	0	0
	Girls	77%	20%	3%	0	0
5. Rate the use of tools such as google form in enhancing learning	Boys	70%	27%	3%	0	0
	Girls	84%	13%	3%	0	0



## 7. Conclusion and Limitations

Average Score given by	Score 5	Score 4	Score 3
Overall Class	73.11%	21.31%	5.57%
Boys	74.2%	18.6%	7.2%
Girls	72.2%	24%	3.8%



- 1) No student has given score below 3.
- 2) There is no significant difference between the scores given by boys and girls. The scores given by boys and girls are close to the class average. About 92% of the boys and girls have given scores of 5 and 4. This is a clear indication that Students prefer the blended learning system of teacher guided technology supported teaching learning.
- 3) 17% of boy students + 13% of girl students = 30% of the class have given score of 3 to the question 3, on watching videos of the resource materials uploaded on the moodle. This indicates that one third of the class is slightly reluctant to do self study using technology based resources. But this fact cannot be concluded, and will need more detailed studies to be carried out.

- 4) The variation in the mean is very less, as can be seen from the table, therefore it can be concluded that the scores given by the class average, boys and girls are almost the same. The gender factor has not played a role in the preference given in the feedback (difference in the feedback of the boys versus the girls)

### **Limitations**

Although the purpose of the study is fulfilled, this case study was carried out for the B.E. students of 6<sup>th</sup> sem E and C. It may not be possible to extend the learnings to other classes.

### **References**

- [1] [www.theinternationaljournal.org](http://www.theinternationaljournal.org)>RJSITM:Volume:02,Number:05,March2013  
[2] <http://www.usyd.edu.au/1>  
[3] [http://db.usyd.edu.au/policy/policy\\_index.st](http://db.usyd.edu.au/policy/policy_index.st)