

# The long & winding road

Insights from ~~student~~ misconceptions

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# Some 2015 challenges to online teaching and online learning

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# How to balance learner control and structure and teacher guidance?

The student's desire for autonomy risks being counterproductive to the learning process  
(McLoughlin & Lee, 2010)



# How to best respond to the students' wish for live, structured and interactive activities, online?

Time and focus devoted to development/evaluation of course design is crucial to optimize student engagement  
(Wanner & Palmer, 2015)



# How do we, and the users, get the most out of in-course vs. exam activities?

The evaluation of online performance is dependent on the very content and format of activities  
(Admiraal, Huisman & Pilli, 2015)



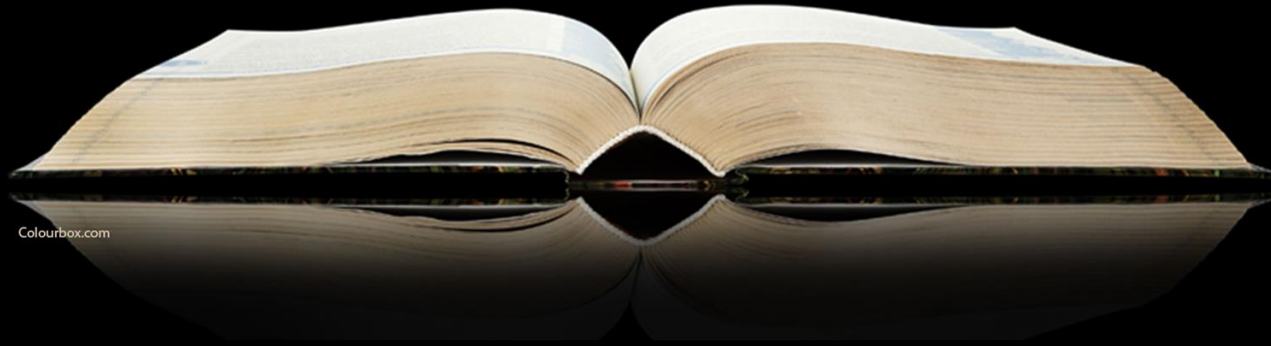
Do we wish to provide our in-course activities with both a summative and a formative function?

The evaluation of online performance is dependent on the very content and format of activities  
(Admiraal, Huisman & Pilli, 2015)

# Outline

iKomp in brief, In-course activities and exam, User data,  
Linking the components and Lessons learned

iKomp  
An open online resource  
The (naive) making of iKomp



Colourbox.com

## Motivation

Reduce focus on details and place information literacy in a broader context

## Objective

Enhance the students' learning through critical thinking and academic integrity



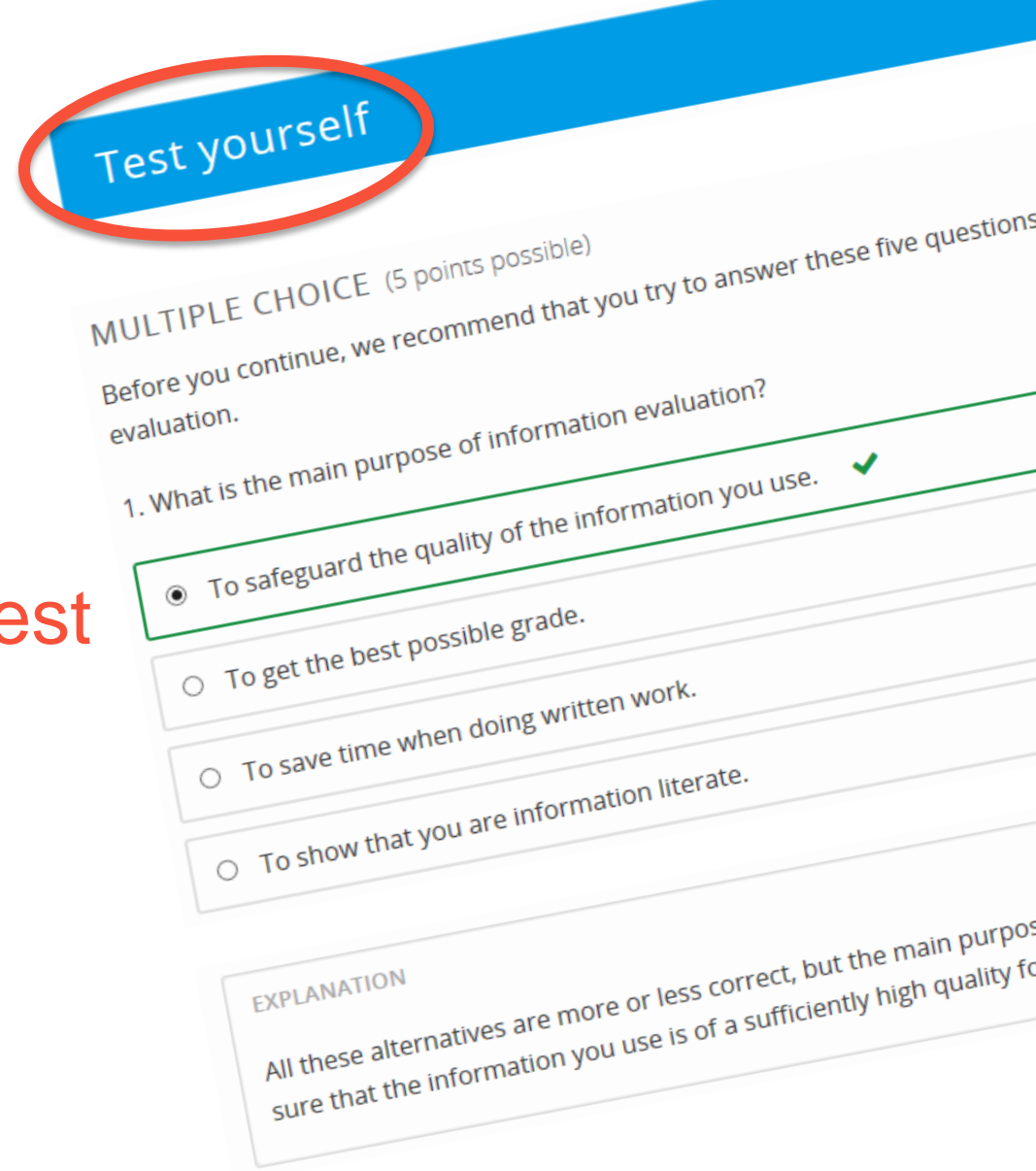
# In-course activities

## To engage and self-test

- Contextualized introduction
- Automatic feedback on performance

## Test yourself

- Five questions
- Multiple choice
- Plausible alternatives
- Explanation to each answer, always accessible



# Final exam and course certificate



## Content

- 40 questions multiple choice  
(80% (32/40) to achieve course certificate)
- Explanation  
Supplementary context, encourage repetition of course content

## Settings

- Wrong answers: red cross
- Questions: fixed order
- Attempts allowed: unlimited
- Explanation: always accessible

### HONOUR CODE

- Yes, I confirm that all the answers in this exam are my very own!

### EXAM (40 points possible)

1. Planning your study activities has advantages. One of the most important is that

- ... you'll get more time for leisure.
- ... you can compact your study sessions into bigger clumps of study time
- ... you can distribute your study sessions over time ✓
- ... it will make it easier to heed advice and follow instructions.

### EXPLANATION

Although some students tend to focus on one topic for a longer time span (called massed practice), such as when cramming for an exam, research indicates that distributing and interleaving your study and practice sessions of different topics across time will lead to more durable learning. It will also let you feel more prepared and less anxious about exams and assignments. Planning will help you achieve this.

Different people,  
different intentions

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# «Community»



Some groups for whom iKomp  
is an obligatory assignment

# Behavior

**44,7**  
%

(398/890) users  
taken the exam

**97,6**  
%

(388/398) users  
passed the exam

**24,4**  
%

(97/398) users  
passed on first attempt

**24,8**  
%

(99) users  
more than 10 attempts

# Observations

Low rate on first attempt  
→ difficult questions or little effort?

Number of attempts + very little time from first to last attempt  
→ indicates little effort to learn

# In-course activities and exam

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**17,9**  
%

(159/890) users  
correctly completed all of  
the module self test activities

**38,4**  
%

(342/890) users  
did some (but not all) of  
the module self test activities

**43,5**  
%

(387/890) users  
did none of the module  
self test activities

**17,1**  
%

(68/398) of users  
that took the exam did so without  
first doing the module  
self test activities.



There is a positive, but very weak, association ( $r = .18$ ) between number of correctly completed self test activities and score on the first exam attempt.