

Pedagogical Work at EPFL

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Pedagogical
Research and
Support

CRAFT

- Centre for research and support of learning and learning technologies
- Prof. Pierre Dillenbourg
- Both a research centre and a pedagogical support unit

PEDAGOGICAL RESEARCH AND SUPPORT CRAFT

Support for teachers Tools for teachers Research CRAFT courses Practical info

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Mission

Take action and contribute to the quality of teaching by : coaching faculty, training faculty, and setting-up in-depth evaluations of courses.

Carry out top research in learning technologies and its associated fields.

Activity Report for 2011

LATEST NEWS



Centre de Recherche
en Pédagogie pour
l'Éducation

Activity report 2011

Activity Report 2

Tutoring: 21 courses in Physics and Mathematical tutoring. For each we did a training session for Moodle? >>



RESEARCH

Reflection and Classroom Orchestration with Tangible Tabletops

27.02.12 Public thesis defense of Son Do Lenh, Friday the 9th of March 2012, 16:30, Auditorium CE2 >>



EDUCATION

The lunch workshops to look forward to

23.02.12 How to organize effective feedback and Outils pour réaliser rapidement des présentations novatrices et efficaces (sans utiliser power point). >>

JOB OFFER

Prototypiste en électronique/mécanique

CONTACTS

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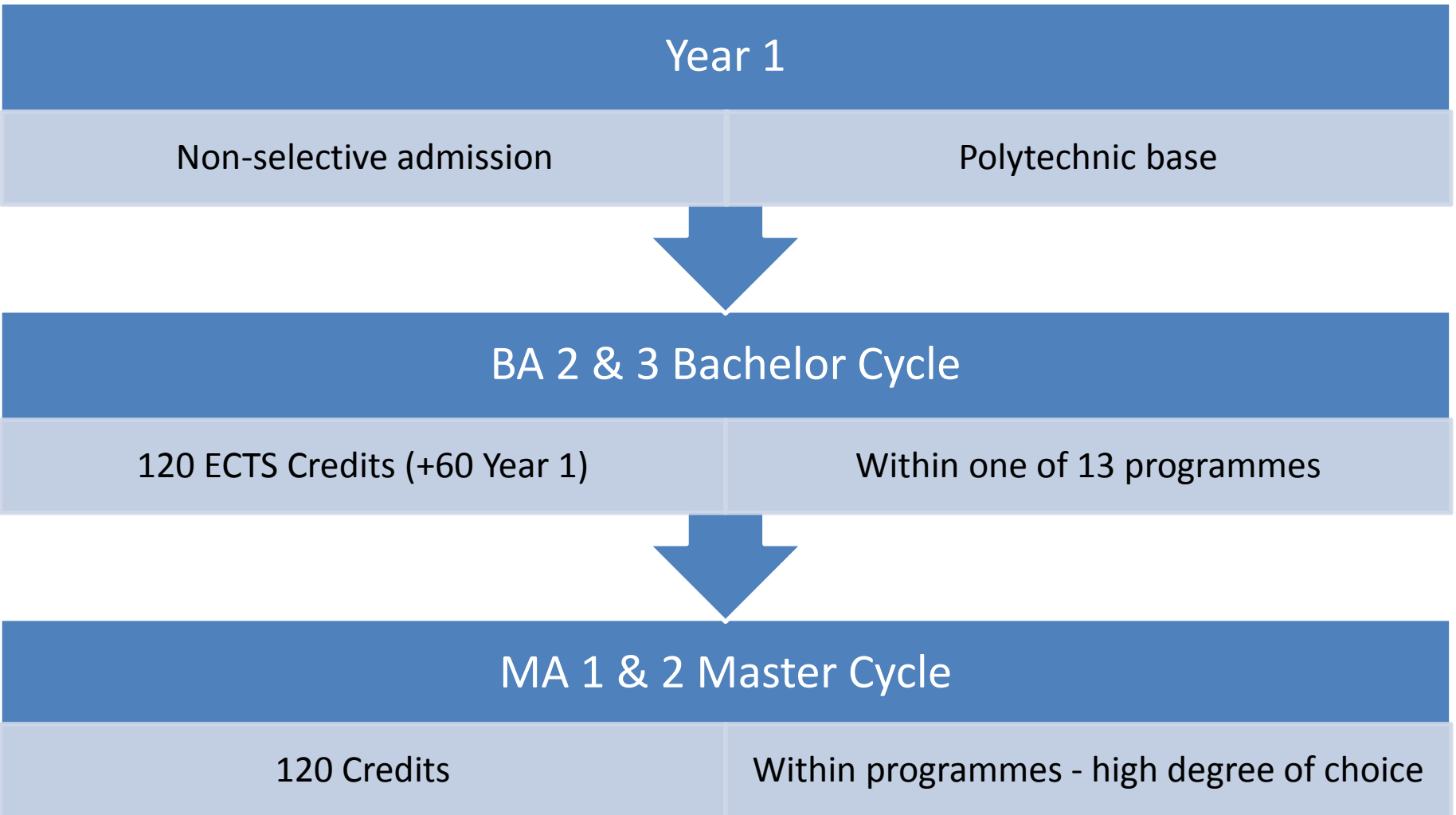
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Introduction

- Overview
- Teaching Quality - Assurance
- Teaching Quality – Enhancement
- Ongoing Research

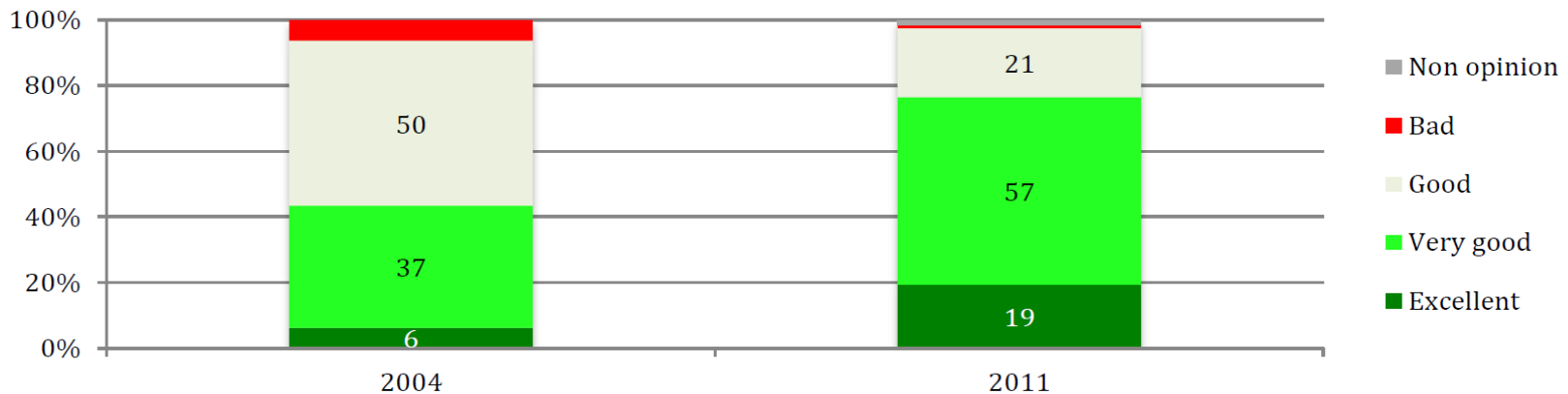
BA-MA Structure



Overview

- Student satisfaction with the overall quality of education
 - 76% say excellent or very good
 - 97% say good or better than good
 - 3% are unhappy

2011 Campus survey of BA and MA students -2,584 responses

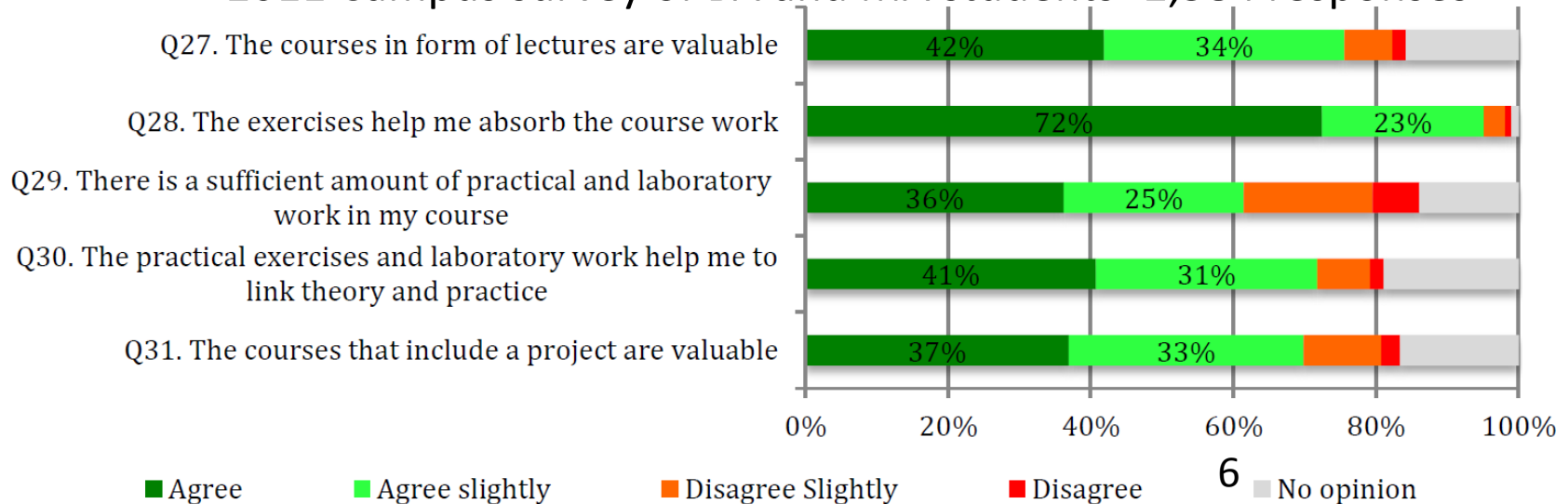


Question 51: The overall quality of the education is...

Overview

- Student satisfaction with the overall quality of teaching
 - 76% appreciate lectures (increases per year)
 - 95% appreciate exercise sessions
 - 76% appreciate project work

2011 Campus survey of BA and MA students -2,584 responses



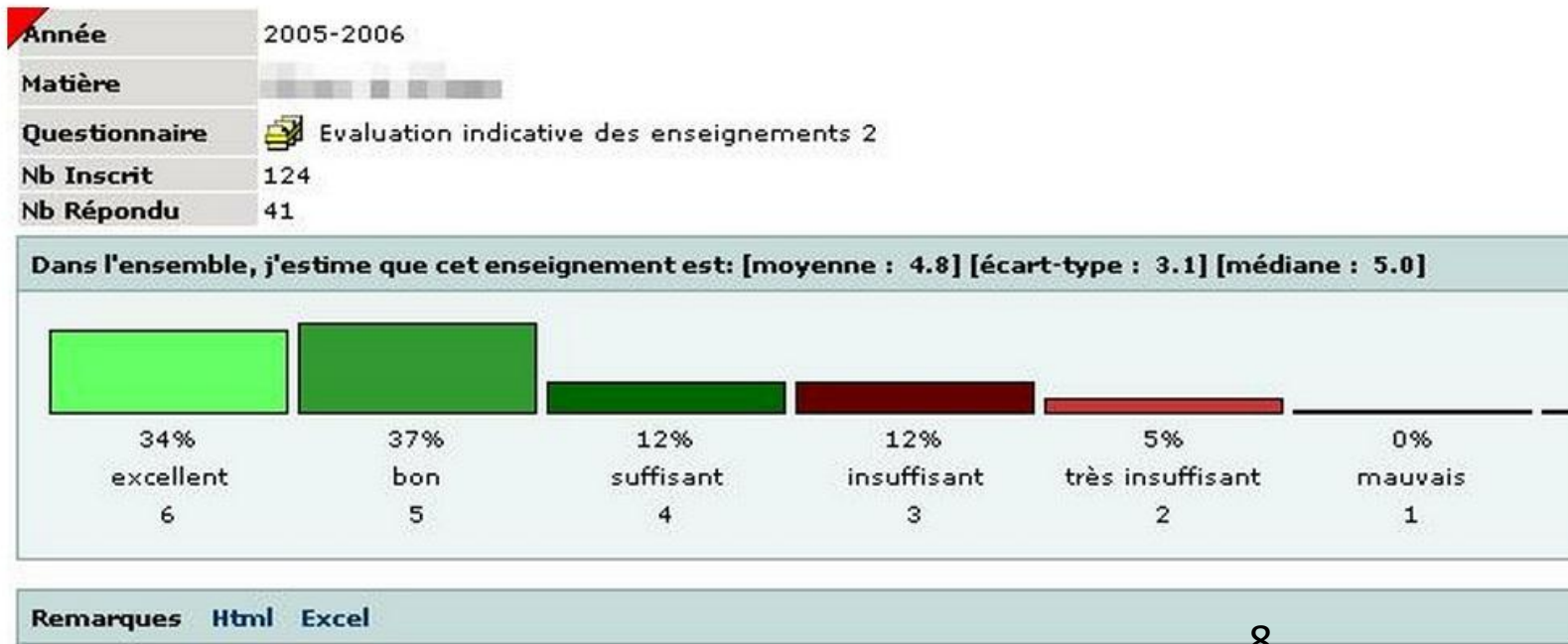
Teaching Quality

- Quality Assurance
 - Minimum standards
 - “Smoke Detector”
- Quality Enhancement
 - Formative, In-depth evaluations
 - Coaching
 - Class observation
 - Courses/ Workshops



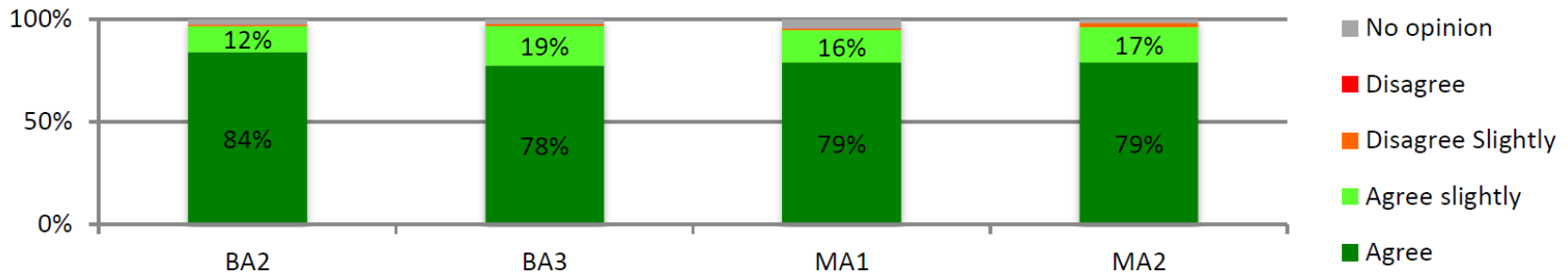
Quality Assurance – “Smoke Detector”

- Response rate typically around 60% (56% this semester)
- Where quality falls below 4, investigation is merited by section

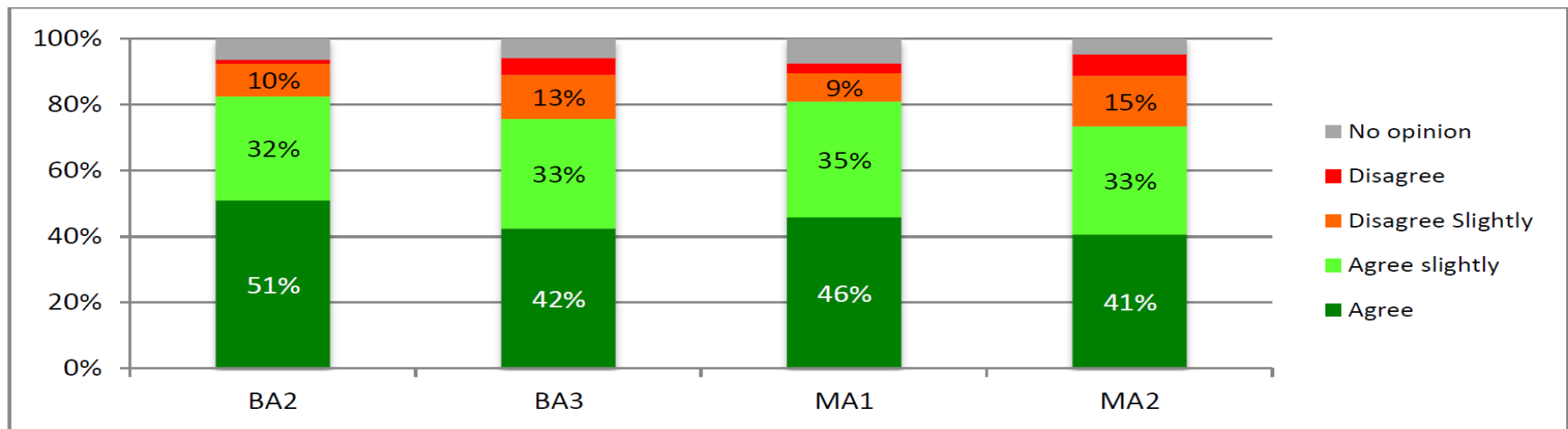


Quality Assurance – “Smoke Detector”

- System is highly regarded by students



Question 48: I appreciate the opportunity to voice my opinion in the course evaluation



Question 49: It is worth the effort of evaluating the courses as my opinion is taken into account

How valid is the “smoke detector”?

- *Do easier courses get better evaluations?*
 - Correlation with average grade is $p=0.14$. Significant but quite weak (Dillenbourg and Jermann, 2006)
- *Do only the unhappy students respond?*
 - 44% comments are positive (Dillenbourg and Le Duc, 2011)
- *Are students primarily interested in “nice” teachers?*
 - Most frequent comments are about: (a) the content (b) the coherence with other courses (c) clarity and structure of presentation. (Dillenbourg and Le Duc, 2011)

Only an early warning signal...

Quality Improvement - CRAFT

- Personalised, voluntary service for teachers
- Report confidentially to teachers
- Feedback meeting on evaluations
- Coaching and training

Quality Improvement - CRAFT

- In 2011...
 - 170 Evaluation carried out for 179 teachers
 - Worked with 16% of teachers in Engineering
 - 69 Professors and 93 PhD students attended workshops
 - 7214 students using Moodle
 - 1930 teachers or assistant using Moodle

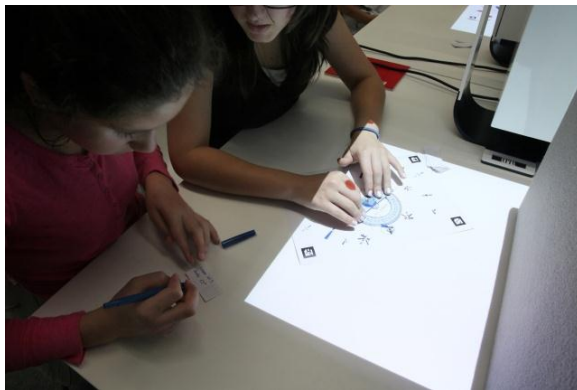
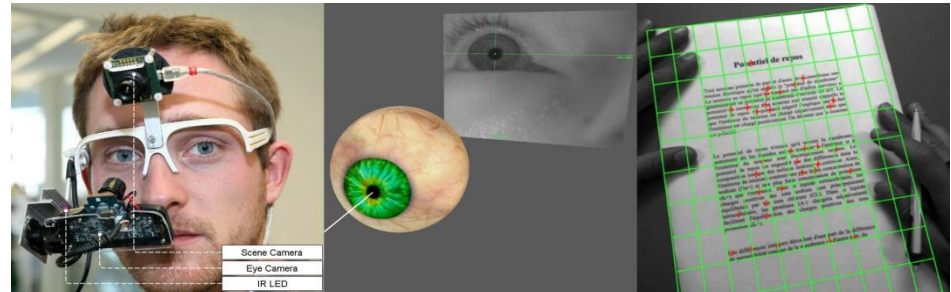
Quality Improvement - CRAFT

- Pedagogical Projects
 - “Tutorat” in Year 1
 - Curriculum reform and Learning Outcomes
- Supporting Learning Technologies
 - Moodle
 - Electronic Audience Response systems (Clickers)
 - “Lantern”



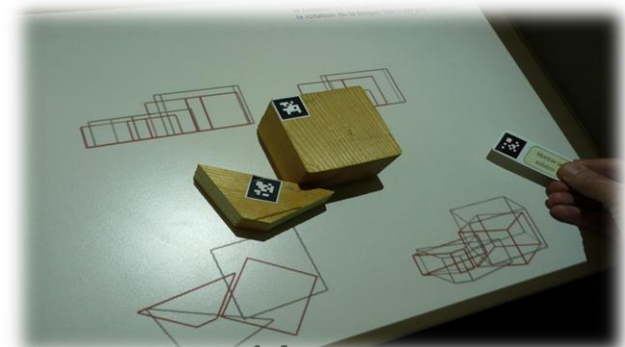
Examples of other research in CRAFT

- Effects of self and peer written annotations on learning using eye tracking



- Paper-based computer interfaces for geometry learning

- Tabletop computer interface bridging theory-practice gaps in carpentry apprenticeships



THANK YOU

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