Workshop 2: Effective feedback for faster learning

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Abstract

The Open Learning Initiative (OLI) at Carnegie Mellon University and Stanford University showed in 2008 (Lovett, Meyer & Thille) that by using the OLI methodology, teaching and learning time could be reduced by 50% with maintained results. We have repeated this at KTH with a 25% reduction (Bälter, Glassey & Wiggberg, 2021). One key in this methodology is to use online questions with answer-depending feedback. These online questions and feedback is embedded in the learning material and is used in campus courses for flipped classroom settings. In this workshop we will work with you to formulate OLI-inspired questions for your courses.

This workshop focuses on the creation of data for analytics, specifically formative questions with feedback, intended for online learning material using question-based learning. This form of data-driven pedagogy has been developed in the Open Learning Initiative (OLI) at Carnegie Mellon University with dramatic results in learning and we have complemented this with our key principles for creating better formative questions.

We have three main aims and activities:

- **First** we will go through the theory for creating effective formative questions,
- **Second** we shall practice this by formulating questions for your courses and reviewing them together, and
- **Finally**, we shall show how students can be involved in this creation/review process and how this leads to a whole new landscape of learning analytics possibilities.