

## E-Learning Seminar

May 2010

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Enhancing Design students' engagement in technology-based subjects:

A practical learning and online assessment strategy

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# INTRODUCTION

It has been recognised that there is an issue with the motivation of students in design to engage with the technology aspects of their programmes and incorporate technology to a satisfactory level in their design projects.

A technology-enhanced learning strategy has been developed and applied to address this issue.

This includes:

- Online **formative** and **summative assessment** through myBU
- **Practical learning** (linking theory to practice)

# CONTEXT

The strategy has been implemented in the Level C Technological Principles Unit:

- Delivered to four programmes across the Design Framework
  - BSc Design Engineering
  - BSc Design Visualisation
  - BSc Product Design
  - BA Product Design
- Approximately 100 students
- Level of maths ability varies from those who have just passed their GCSE to those who have studied A-level maths

# ONLINE ASSESSMENT STRATEGY

The online assessment strategy utilises the virtual learning environment myBU.

A number of **formative** assessments have been set up within it that combine both multiple choice and calculated answer questions.

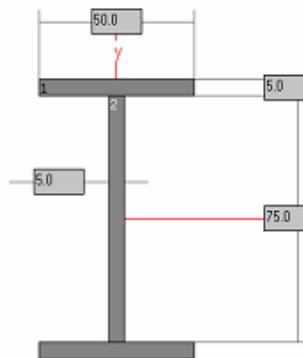
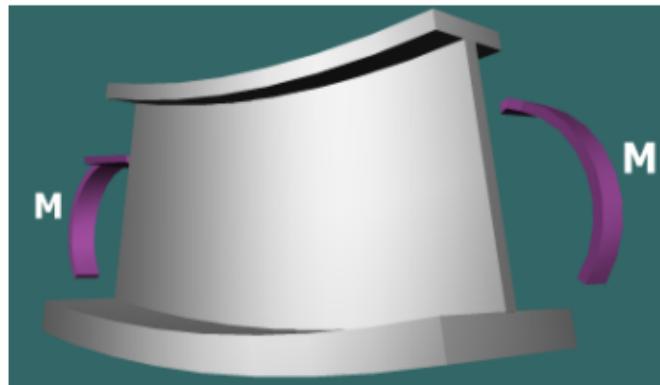
Two online **summative** assessments (75% of unit mark) are run at the end of the Autumn and Spring terms.

# ONLINE ASSESSMENT STRATEGY

myBU allows random variables to be used in the assessments to ensure each student has a different question.

**Question 11****9 points****Save**

An I section beam with section properties  $I_{xx} = 976.82 \times 10^3 \text{ mm}^4$  and  $I_{yy} = 104.95 \times 10^3 \text{ mm}^4$  and cross-section shown below is subjected to a bending moment ( $M$ ) of  $7.15 \times 10^6 \text{ Nmm}$  at a certain point along its length. It is made from aluminium with a modulus of elasticity of  $73 \text{ GPa}$ . What is the maximum stress (in MPa) on the section (to 2 dp)?



Moving to another question will save this response.

◀ | ⏪ | Question 11 of 12 | ⏩ | ▶

# ONLINE ASSESSMENT STRATEGY

Students receive instantaneous feedback (score and hints as to how they should have approached answering each question).

Provides the student with valuable information to reflect upon.

**Question 1** Multiple Choice

0 out of 9 points

A simply supported beam is loaded as shown below. Which is the correct shear force diagram for this situation?

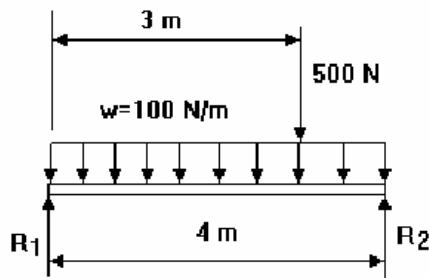
myBU

[Home](#) [Help](#) [Logout](#)

[Home](#) [Cont](#)

2009-09 DEC: C - TECHNOLOGICAL PRINCIPLES (040536) > CONTROL PANEL > GRADE CENTER > GRADE DETAILS > MODIFY GRADE

 Grade Assessment Assessment 1 – Mathematical & Physics Principles; Mechanics & Statics (35%)



 A

Given Answer:



Correct Answer:



Name: Assessment 1 – Mathematical & Physics Principles; Mechanics & Statics (35%)

User:

Status: Completed

Score: 76 out of 100 points

Time Elapsed: 1 hours, 11 minutes, and 42 seconds out of 2 hours and 0 minutes allowed.

Instructions: You will be presented with a number of questions which you must solve in the provided answer booklet which is to be submitted.

Enter all the answers in myBU before you submit your attempt for grading.

The questions do not carry equal marks.

There is only one possible correct answer for all multiple choice questions.

Ensure all calculated answers are of an appropriate magnitude, are entered in the specified units and to 2 decimal places.

You may use MDSolids to assist you in answering the questions where appropriate.

Clear Attempt: Click **Clear Attempt** to clear this user's attempt.

Clear Attempt

Comments:  Modify Feedback

# ONLINE ASSESSMENT STRATEGY

Enables tracking of scores and the dates of attempts at each assessment.

Becomes clear which students have not engaged in the formative assessment strategy.

 Grade Center

Grades can be entered directly from the Grade Center page. To enter grades, click on the cell, type the grade value, and press the **Enter** key to submit. Use the arrow keys or the tab key to move between cells. Use the contextual menus to modify column properties and access grade details.

Add Grade Column Add Calculated Column Manage Email Reports Grade History

Current View: Full Grade Center Set as Default Sort Columns By: Layout Position

Last Name	First Name	Last Access	Diagnostic Quiz	Practice Test	Assessment 1	Assessment 2	Assessment 3	Weighted Total
		January 1, 2010	25.00%	31.00	65.00	-	-	22.75%
		December 19, 2009	20.00%	56.00	51.00	-	-	17.85%
		December 14, 2009	25.00%	47.00	76.00	-	-	26.60%
		December 14, 2009	57.50%	19.00	55.00	-	-	19.25%

# PRACTICAL LEARNING STRATEGY

The practical learning strategy is based on linking theory to practice to develop student knowledge by learning through enquiry.

Self-contained experiment workstations with hardware and online support for completing the experiments and storing the data through myBU have been developed.

Each experiment has been instrumented to capture key data from it (e.g. strain and displacement) through a bespoke computer application.



Symmetrical Bending in Beams

Start Collection

Collect Data

Stop Collection

Return to Main Menu

Gauge Name	Strain (MicroStrain)
A	0.000
B	0.000
C	0.000
D	0.000
E	0.000

## PRACTICAL LEARNING STRATEGY

Students are provided with an interactive laboratory handout, which takes them through the experimental procedure and allows them to study the effect on the rig/component due to the application of load.

Students are required to validate these results using the theory they have covered in lectures.

The handouts have been generated to allow the students to explore the effect of changing parameters on the results therefore allowing them to learn through enquiry.

These developments aim to further motivate students to learn independently.

This has been achieved in collaboration with David Fevyer, Learning Technologist.

# PRACTICAL LEARNING STRATEGY

myBU interactive handouts has:

- **procedure video clips**
- **interactive laboratory sheets**
- **self assessment exercise**
- **links to relevant analysis tools**

**myBU**

Home Help Logout

Home Content Collection Library Scholar Student Support Help

**Mechanics & Statics**  
**Laboratory 2 - Stress & Strain**

**EXPERIMENT - Comparison of the Stress/Strain, Young's Modulus and Poisson's Ratio of Different Materials**

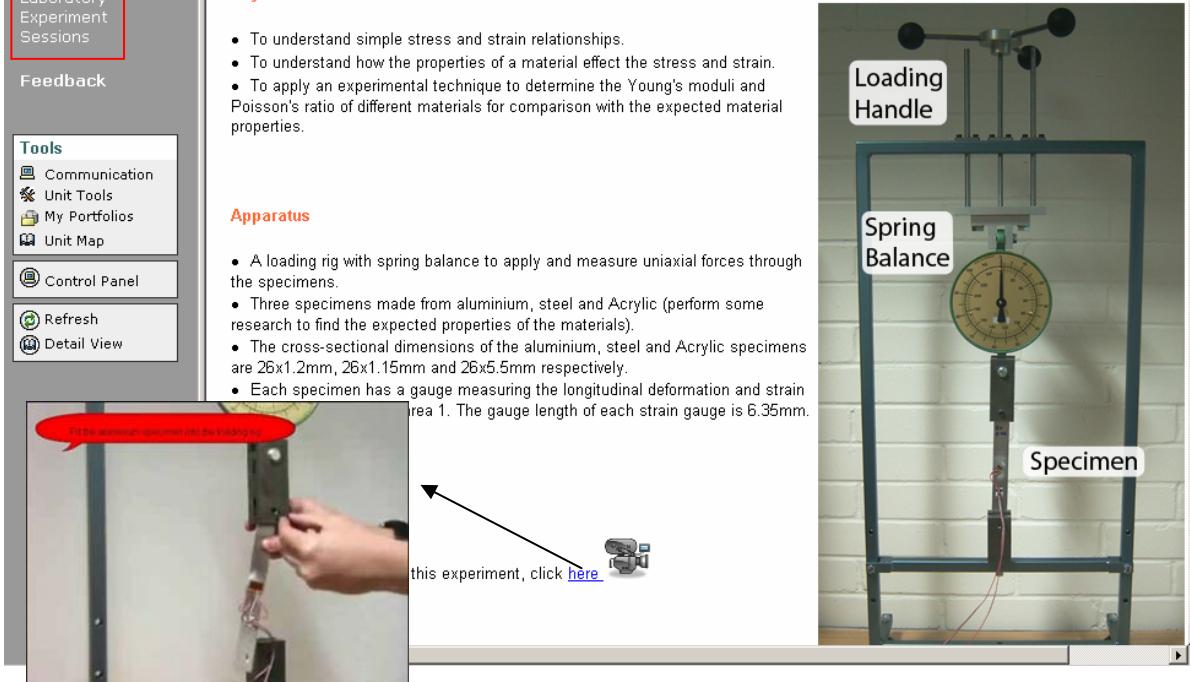
**Objectives**

- To understand simple stress and strain relationships.
- To understand how the properties of a material effect the stress and strain.
- To apply an experimental technique to determine the Young's moduli and Poisson's ratio of different materials for comparison with the expected material properties.

**Apparatus**

- A loading rig with spring balance to apply and measure uniaxial forces through the specimens.
- Three specimens made from aluminium, steel and Acrylic (perform some research to find the expected properties of the materials).
- The cross-sectional dimensions of the aluminium, steel and Acrylic specimens are 26x1.2mm, 26x1.15mm and 26x5.5mm respectively.
- Each specimen has a gauge measuring the longitudinal deformation and strain

area 1. The gauge length of each strain gauge is 6.35mm.



1. The gauge length of each strain gauge is 6.35mm.

this experiment, click [here](#) 

Tools

- Communication
- Unit Tools
- My Portfolios
- Unit Map
- Control Panel
- Refresh
- Detail View

Feedback

Laboratory Experiment Sessions

Announcements  
Unit Information  
Staff Information  
Unit Materials  
Reading List  
Assessment  
Communication  
Discussion Board  
External Links  
Tools

# PRACTICAL LEARNING STRATEGY

myBU interactive handouts has:

- procedure video clips
- **interactive laboratory sheets**
- self assessment exercise
- links to relevant analysis tools

LOAD		DEFOR-MATION (mm)	LATERAL STRAIN (MICRO)	LONG STRAIN (MICRO)	POISONS RATIO
KG	N				
10	98.1	0.4	-3	8	-0.375
20	196.2	0.6	1	0	
30	294.3				
40	392.4				
50	490.5				
		AVE			-0.375

Table 1: Experimental aluminium deformation and strain results.

## Conclusion

How did the results of the experimental property results compare with the known properties of the materials (Tables 5 and 6)? What conclusions can be drawn from the different Young's Moduli and Poisson's ratios for the different materials (Tables 5 and 6)?

The results show...

# PRACTICAL LEARNING STRATEGY

myBU interactive handouts has:

- procedure video clips
- interactive laboratory sheets
- **self assessment exercise**
- links to relevant analysis tools

## Self Assessment Exercise

The following questions have been designed to allow you to self-assess your understanding of the topic you have been studying. Use MDSolids and/or theory to solve the problems

[Self Assessment Exercise](#) 

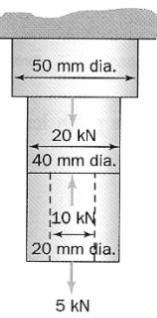
2009-09 DEC: C - TECHNOLOGICAL PRINCIPLES (040536) > CONTROL PANEL > ASSESSMENT > LAB TESTS > PREVIEW ASSESSMENT: LABORATORY 2 ASSESSMENT

 **Preview Assessment: Laboratory 2 Assessment**

Name: Laboratory 2 Assessment  
Instructions: You will be presented with a number of questions which you must solve using MDSolids. Once you have answered **all** the questions submit your attempt for grading. There is only **one** possible correct answer for all multiple choice questions.  
Multiple Attempts: This Test allows multiple attempts.  
Force Completion: This Test can be saved and resumed later.

Question Completion Status: **1 2 3 4 5 6** 1 points

**Question 6**  
What is the overall change in length for the steel rod shown in the figure below? The length of the upper section is 300mm and the two lower sections are each 400mm long. Take the modulus of elasticity as 200GPa.



The diagram shows a vertical steel rod with three distinct sections. The top section has a diameter of 50 mm and is subjected to a downward force of 20 kN. The middle section has a diameter of 40 mm and is subjected to an upward force of 10 kN. The bottom section has a diameter of 20 mm and is subjected to a downward force of 5 kN. The total length of the rod is 300 mm plus two segments of 400 mm each, totaling 1100 mm.

C A. 0.005mm  
C B. 0.009mm  
C C. 0.014mm  
C D. 0.021mm  
C E. Don't Know

Click **Submit** to complete this assessment. ◀ | ▶ | Question 6 of 6

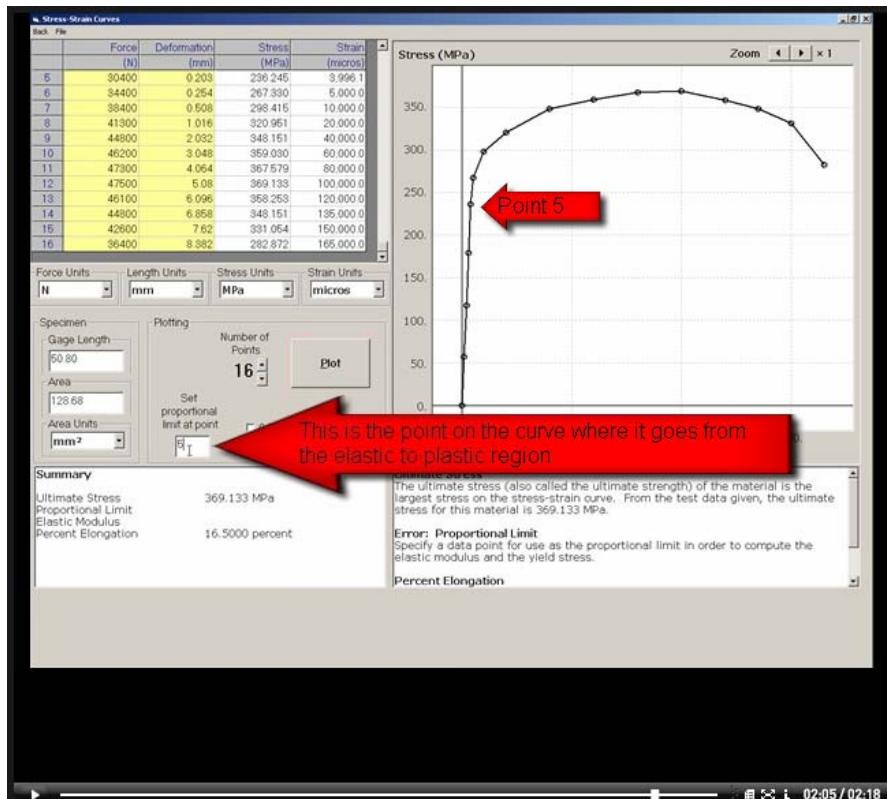
# PRACTICAL LEARNING STRATEGY

myBU interactive handouts has:

- procedure video clips
- interactive laboratory sheets
- self assessment exercise
- links to relevant analysis tools

**Analysis Tool**   
MDSolids 3.4

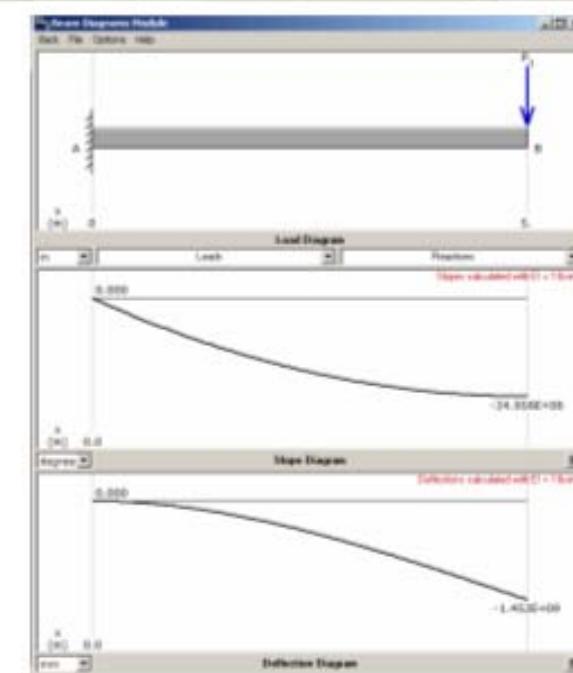
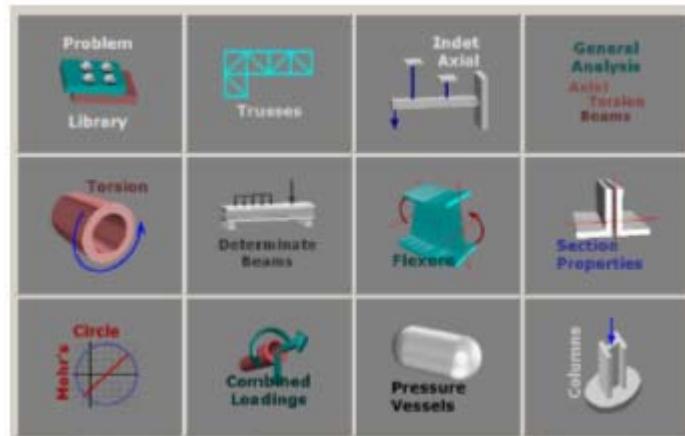
MDSolids has been provided for the general analysis of beams under uniaxial loading and for the determination of the elastic constants of the material for round and rectangular cross-section beams. The full MDSolids user guide can be found in the unit materials section. To view the user guide for this laboratory click [here](#)



# PRACTICAL LEARNING STRATEGY

MDSolids can confirm the results obtained by hand calculations and can be used to track down errors in the hand calculations.

In this instance MDSolids simulation results are used to further reinforce the accuracy of the experimental and hand calculation results.



## PRACTICAL LEARNING STRATEGY

Once confidence is gained in the use of MDSolids it is also encouraged to be used in the revision process if the student is struggling to answer revision questions.

MDSolids also has a number of animated learning tools and games, which provides further revision, and learning support material.

# STUDENT FEEDBACK

A questionnaire was given to all students enrolled on the unit through myBU to gather feedback on the strategies.

The questionnaire consisted of eight questions.

The responses were submitted anonymously.

# STUDENT FEEDBACK

**100%** of respondents “**agreed**” or “**strongly agreed**” that the laboratory sessions were beneficial in their study of mechanics and statics.

**96%** of respondents “**agreed**” or “**strongly agreed**” that they would have benefited from laboratory sessions in the other topics studied in the unit (fluids, thermodynamics, etc.)

**100%** of respondents “**agreed**” or “**strongly agreed**” that the online worksheets were beneficial in developing their understanding of the concepts they covered.

**36%** of respondents felt the **online tests** were most beneficial in helping them understand the concepts covered.

**36%** of respondents felt the **ability to revisit worksheets at a later date** was most beneficial in helping them understand the concepts covered.

# STUDENT FEEDBACK

**96%** of respondents “**agreed**” or “**strongly agreed**” that the practice online assessments aided their revision.

**76%** of respondents “**agreed**” or “**strongly agreed**” that they prefer online assessment to traditional paper-based assessments.

**88%** of respondents “**agreed**” or “**strongly agreed**” that the online assessment and practical learning strategy has helped them engage with the technology aspects of the course.

Other comments included:

“Very interesting, hope it continues into more detail, and more topics in year 2.”

“Keep the worksheet and online test, its the easiest way to revise.”

# CONCLUSIONS

The strategy allows confidence to be gained in the theory they learn, learning through enquiry, regular assessment, instantaneous feedback and indicates progression and/or understanding of each topic.

A marked increase in performance (approximately 10% improvement in average mark) was seen with the introduced strategy.

In previous years an extra support session has been required to support the weaker students. This has not been required under this strategy.

Student satisfaction in the unit has increased.

The new strategy reduces contact hours (contact hours have reduced from 14 hours a week to 6 hours a week)

# REFLECTIONS

A large amount of initial effort is required to set up assessments and labs over the summer.

A database of questions is being generated to make generating assessments quick and simple.

However, the marking burden has substantially reduced and there are less resits to mark.