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November 16, 2021

Victoria Ni
Organizer of Oral Practice Session
Dr. Duanduan Li
The director of UBC Chinese Language Program

Dear Dr. Duanduan Li and Victoria Ni:

Here is my report, Feasibility Analysis of Implementing Short Quiz to the Oral Practice Session at University of British Columbia's Chinese Language Program. I learned many aspects about the structure of OP sessions and the participants learning and teaching experience in Chinese language program. A combination of the feedback from those who filled in the survey with the secondary analysis helps demonstrate the need for a short quiz in OP sessions. Thank you for taking the time to read this report.

This report includes my analysis of the need for assessment in OP sessions and survey respondents' desire and resistance to quiz as a type of assessment in OP sessions. The report concludes with feasible recommendations for how to implement quiz in OP sessions, and potential limitations to the proposed solution. An alternative solution is added at the end of the report.

Thank you for giving me the opportunity to initiate this investigation. If you have further questions, please feel free to contact me by email at dariuszhang123@gmail.com any time.

Sincerely,

Handwritten signature of Darius Zhang in black ink.

Feasibility Analysis of Implementing Short Quiz to the Oral Practice
Session at University of British Columbia's Chinese Language Program

for Victoria Ni

Organizer of Oral Practice Sessions

UBC CLP

Vancouver, British Columbia

by Darius Zhang

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ENGL 301 student

November 26, 2021

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INTRODUCTION

A. Background

The UBC Chinese language program (CLP) offers courses in traditional and simplified Chinese as well as in Chinese Literature. The program also offers Chinese-learning students with extra oral practice sessions, that aim to help students to review course content and improve their Chinese speaking skills. Oral practice sessions recruit volunteers and teaching assistants every semester, volunteers are all native Chinese speakers who either has a solid Chinese learning background, or who has passed advance Chinese courses at UBC. The teaching assistants would check on work attendance and make sure each student is grouped with one volunteer. One OP session would last 50 minutes, and the sessions are held online, using CollaborateUltra tool. Each group would receive an OP sheet before every session begins, the OP sheet contains activities that students and volunteer must do. Typical activities are: 1. Review new vocabulary 2. Use grammar rules to answer questions 3. Interview/presentation.

B. Statement of Problem

Even though the OP sessions are not traditional teaching lessons, it should include the basic elements of a lesson plan such as : Objectives, Activities and Assessments. Without these elements, students and volunteers would be studying or teaching in dark. The OP sheet does include objectives and activities, but students' learning are not being assessed. When such issue was brought to the teaching assistants, their reply is that students will be assessed in the classroom, they can know how they are doing by taking actual tests which count toward the course grades. This would diminish the value of going to the OP sessions, because students do not know if OP sessions are really helpful. Even if the students can gain extra credit by going to the OP sessions, the help is minimal if they fail their course tests.

C. Purpose of this report

The purpose of this report is to provide potential solutions to the problem stated above. The proposed solution is to introduce a short quiz at the end of each OP session. Since all OP sessions are held online, volunteers can use technology such as Digital Quiz Maker at [typeform.com](https://www.typeform.com) to create quizzes for the students. The Type Form website offers new users guide to make quizzes,

and it provide hundreds of template for users to choose. The steps to make a quiz is also very easy, simply add questions and answers to the template.

The intended audience for this report is the director of UBC Chinese Language Program, Dr. Duanduan Li and the organizer of oral practice sessions, Victoria Ni. They have the decisions power to add assessments into OP sessions.

D. Descriptions of the data sources

To assess the feasibility of implementing a short quiz in OP sessions and to determine students and volunteer's perspective on assessment, this report considers primary sources of data which includes surveys with OP session participants (both volunteer and students). An anonymous survey was presented to 32 OP session participants. Secondary sources for this report include a review of literature pertaining to the current need of assessment in learning.

E. Scope of Inquiry

To assess the feasibility of implementing a short quiz in OP sessions, the following five areas of inquiry is pursued: 1. Volunteer's ability to make quizzes 2. If additional support is needed for quiz making, such as workshop 3. If assessment could engage students in learning 4. The limitations for different types of assessment in OP sessions 5. The barriers to access online quizzes.

DATA SECTION

A. Literature Review

a. Assessment's role in learning

Assessment is the tool that measures the progress of student learning. Assessment could also motivate students to learn better, it tasks students to apply the knowledge that they learned; in the words of higher education scholar John Biggs (1999): "what and how students learn depends to a major extent on how they think they will be assessed" (Biggs, 1999, p.141). Biggs (1999) is not exaggerating the importance of assessment, most lesson planning models connect assessment with learning objectives. For example, the backward design model (see fig.1).

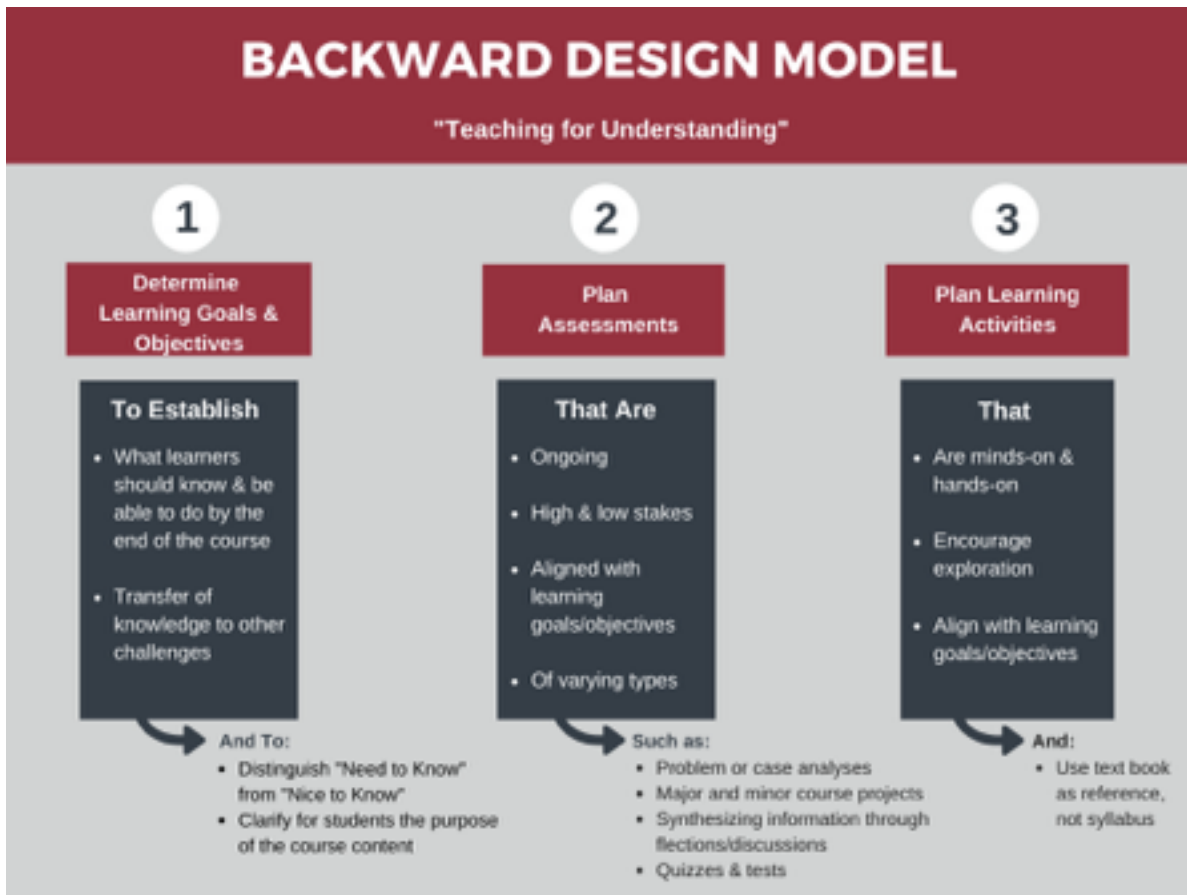


Figure 1: Copy rights: University of Rochester. Image retrieved from <https://www.rochester.edu/college/cetl/faculty/online/backward.html>

Backward design model is defined as “a process that educators use to design learning experiences and instructional techniques to achieve specific learning goals. Backward design begins with the objectives of a unit or course—what students are expected to learn and be able to do—and then proceeds ‘backward’ to create lessons that achieve those desired goals” (The Glossary of Education Reform, 2013). In the backward design model, how students will be assessed needs to be planned after the learning objectives are determined. This shows the close relationship between learning objectives and assessment, and corroborates Biggs (1999)’s statement of assessment.

b. Deciding what to Assess

Different courses have their own course objectives (see fig.2). If the course is creative writing, then the assessment should focus on students' creativity, such as creative projects, video essay etc.

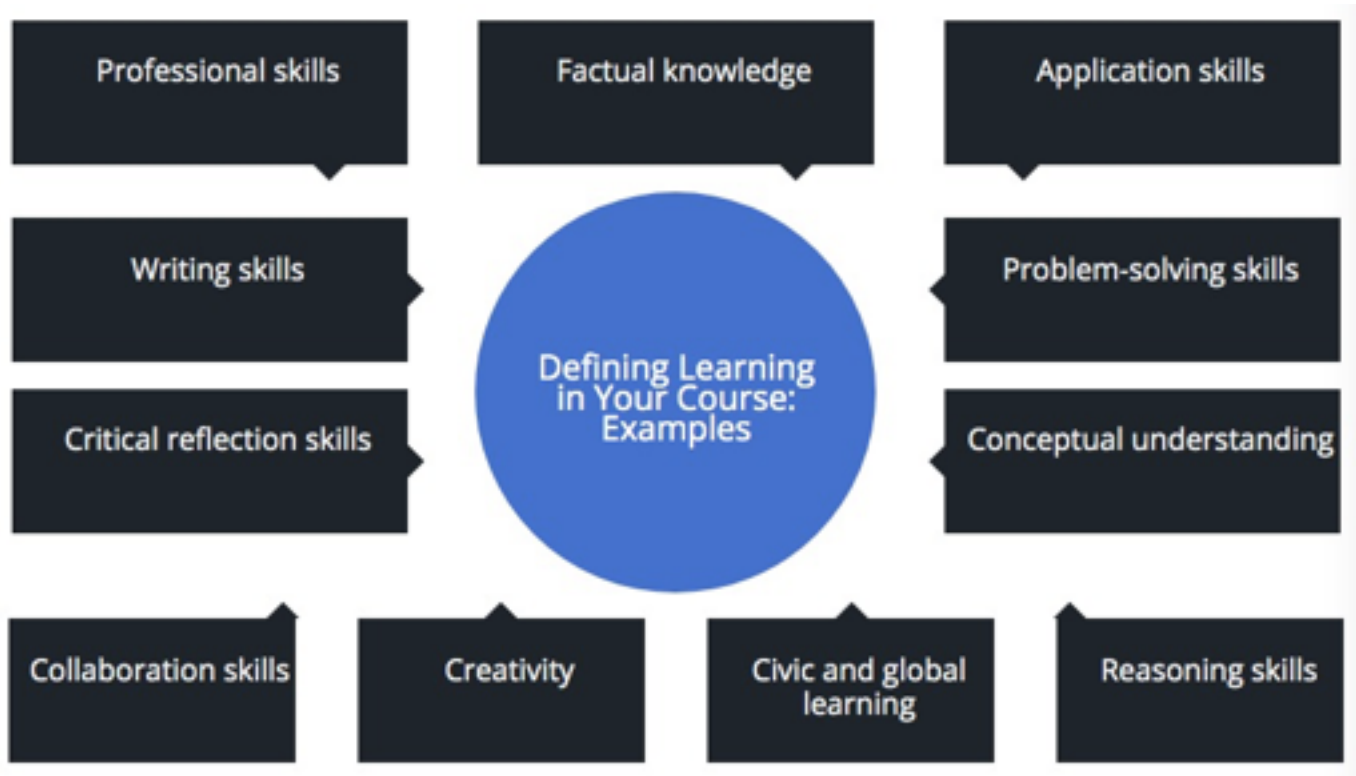


Figure 2. Deciding what to assess. Image retrieved from https://www.queensu.ca/teachingandlearning/modules/assessments/05_s1_02_deciding_what_to_assess.html

Some Guiding questions to determine which elements of learning to assess include : “1.What kinds of content knowledge am I expecting students to demonstrate and at what level? 2. What aspects of thinking do I want students to develop in my course and demonstrate through course assessments?3. Are there professional skills or attitudes that I expect students to develop in my course?” (queensu.ca). OP volunteers should also ask themselves these questions when developing assessment.

c. Types of Assessment.

Assessment has two categories: formative and summative. Formative assessment is “a valuable tool that enables instructors to provide immediate and ongoing feedback to improve student learning” (Shute, 2008). Formative assessment aims at helping students to learn better, they usually allow students to make mistakes and solve questions collectively. For example, non-graded reflections, quick writes, impromptu quizzes, classroom pulls. They are not always counted in the course grade, but students can see how they are doing by completing these assessments. Summative assessment, on the other hand, are major assignments that used to demonstrate (not help) students’ learning, such as midterm, final exams. A combination of formative assessment and summative assessment could really benefit students’ learning. For example, multi-stage final paper. Students can receive continuous feedback through writing proposals, outline, progress report, drafts and then the final draft. The final draft would be graded in the end, but students will receive sufficient feedback that helps them to complete the final task.

d. Rubric and Marking Schemes

Educators have the responsibility to make clear rubric for the students, because if the rubric is not clear, students wouldn’t know what they are being asked to do. Rubric also gives educators the guide to provide feedbacks.

B. Survey Results**a. Areas of focus and objective**

UBC OP participants were surveyed to determine the need for assessment in OP sessions. The survey asked the respondents about their learning and teaching experience in OP, and asked respondents whether they think assessments are necessary and what kinds of assessment they would prefer. The survey is distributed online, please visit this website to see the actual questions: https://ubc.ca1.qualtrics.com/jfe/form/SV_2fyIWYcmaPW4JnM

b. Respondents' learning and teaching experience:

Q1 - Volunteering/Taking OP sessions at CLP is

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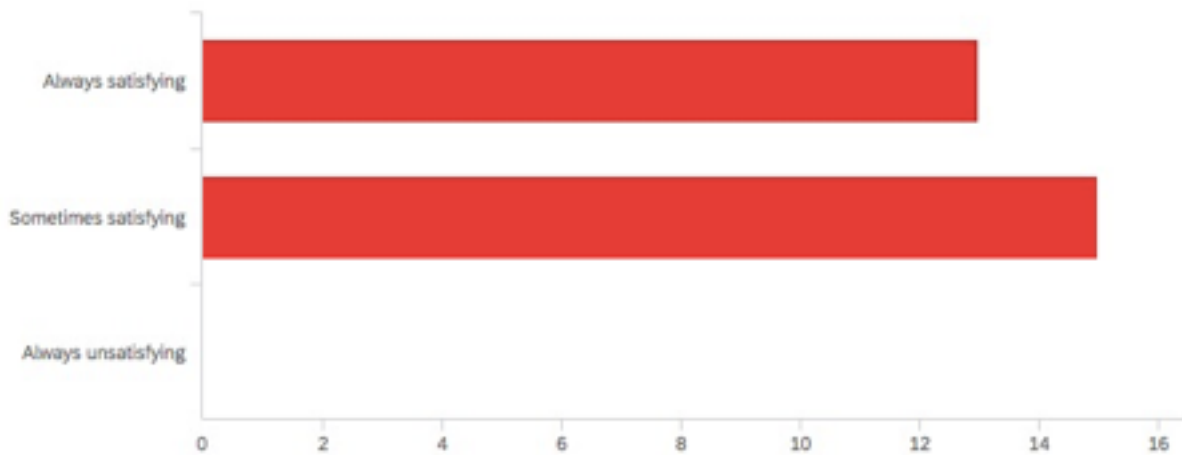


Figure 3. Volunteer and students' satisfaction with OP sessions.

Q2 - Achieving learning outcomes at OP sessions is

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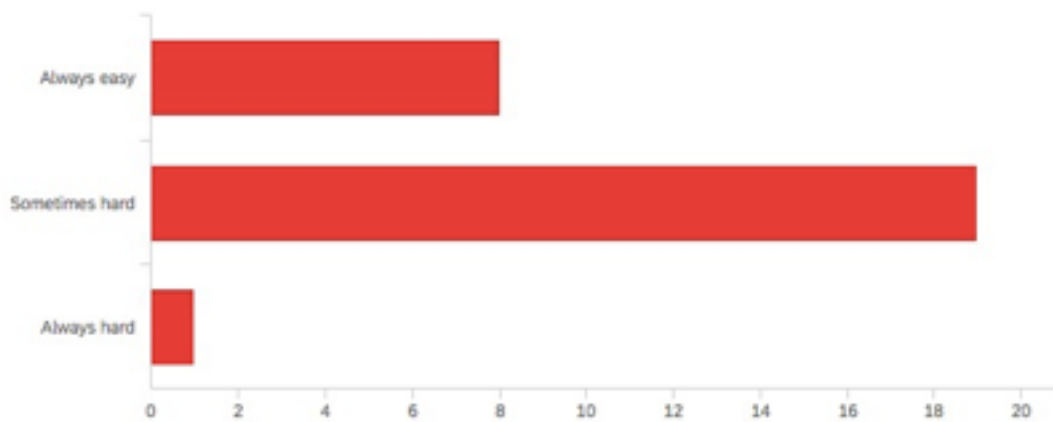


Figure 4. The level of difficulty to achieve learning outcomes/objectives

The majority of respondents (46%) reported “sometimes satisfying” when evaluating their experiences with OP sessions, and the other half reported “always satisfying”. This result indicates that both volunteers and students have a good learning and teaching experience. However, despite feeling satisfied with OP sessions, majority of respondents (59%) reported that it is sometimes hard to achieve the learning outcomes. This shows that there’s a gap between desired performance and actual performance (see fig.5).



Figure 5. Learning Gap . Image retrieved from https://www.queensu.ca/teachingandlearning/modules/assessments/05_s1_02_deciding_what_to_assess.html

According to Ramaprasad (1983), feedback is especially important in closing the learning gap, because feedback is the “information about the gap between the actual level and reference level which is used to alter that gap” (Ramaprasad, 1983, p.4).

c. The need for assessment

Q3 - Having assessment in each OP session is

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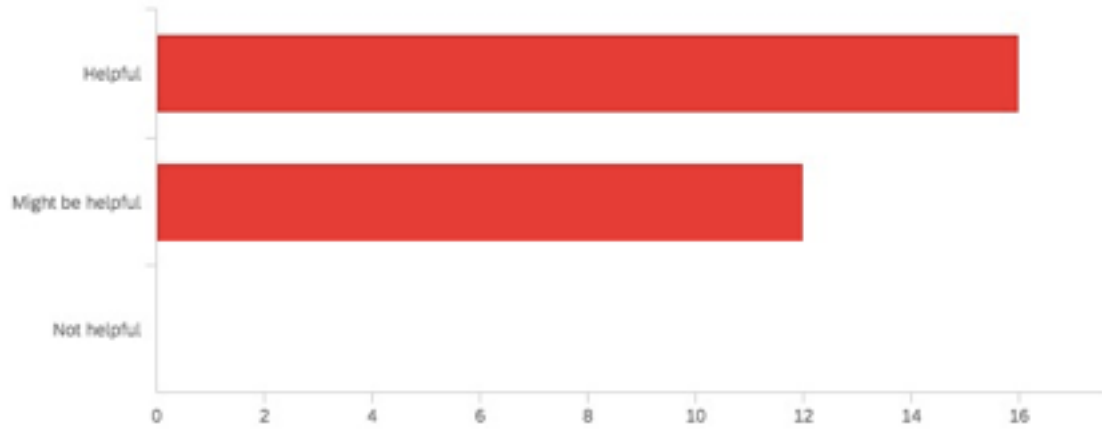


Figure 6. The need for assessment in OP.

Q10 - Will an assessment such as a quiz, help you learn/teach ...

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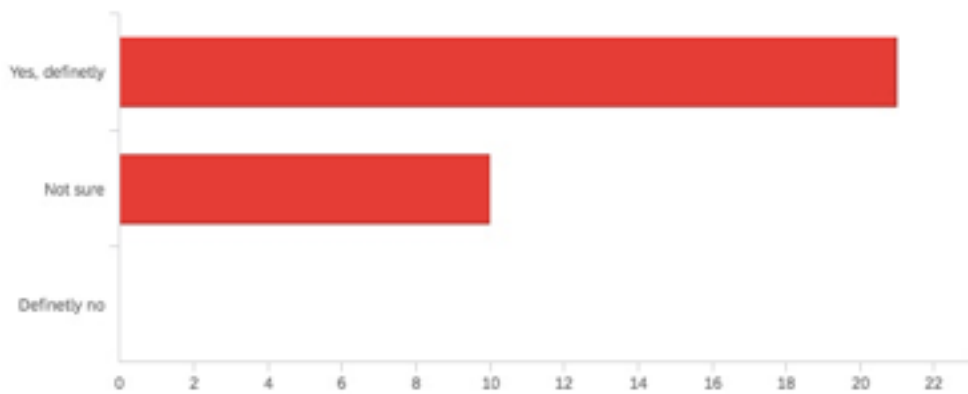


Figure 7. Respondents attitude towards quizzes

Majority of respondents (46%) agree that assessment is needed in OP sessions, the others are not sure, few respondents skipped this question, so there's no way of knowing their attitude.

Nevertheless, 21 out of 32 respondents think quizzes are acceptable assessment method to improve their learning and teaching experience, the rest of 11 respondents did not show resistance toward such assessment method.

d. Types of Assessment that students would prefer

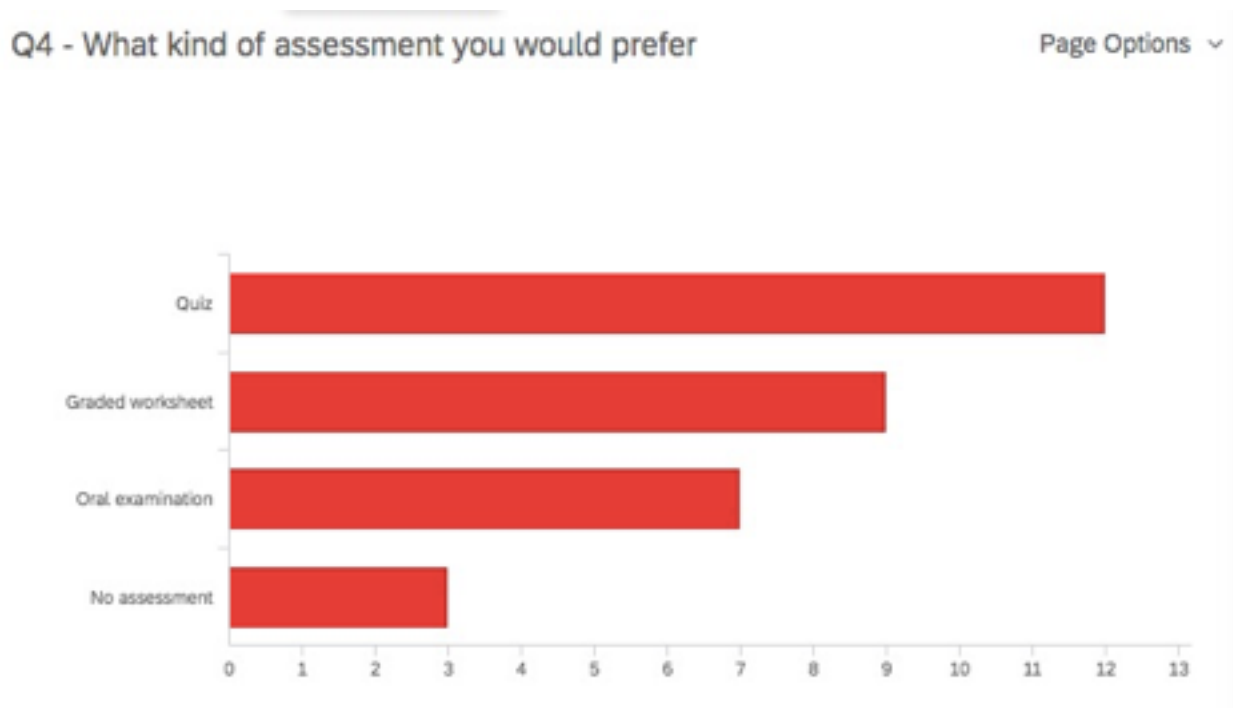


Figure 8. Types of Assessment that students would prefer

Majority respondents (37.5%) prefer quiz over other types of assessments. 9 out of 32 respondents (28%) prefer graded worksheet, 7 out of 32 respondents prefer oral examination, and 3 respondents don't want assessment.

e. Student's willingness to take quizzes made by the volunteer

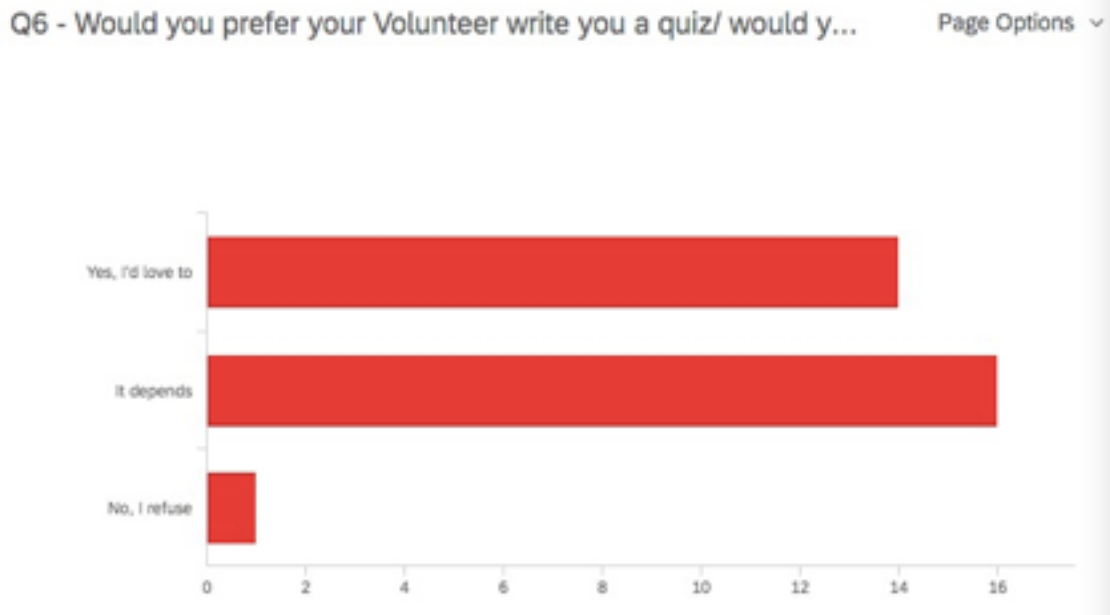


Figure 9. Students' preference of taking volunteer-made quizzes

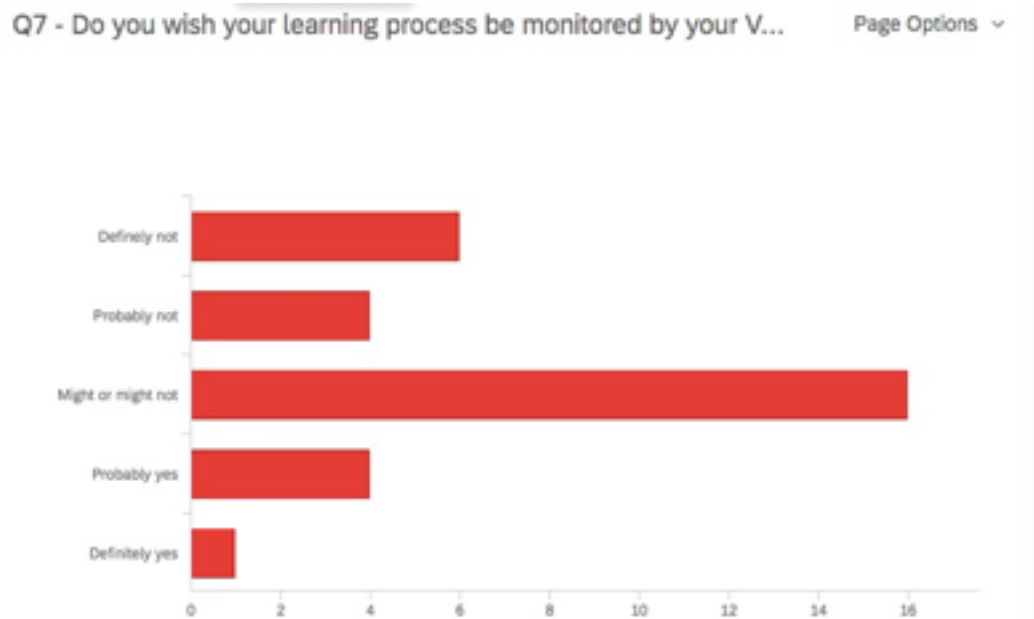


Figure 10. Students' willingness to be monitored

Majority of students are fine with volunteer-made quizzes, but the results display some hesitation towards this decision. 7 out of 32 students reject being monitored while their study, which means they do not want to be assessed in OP sessions. Only one student responded that he/she wants to be assessed and monitored while learning.

f. Other factors to consider

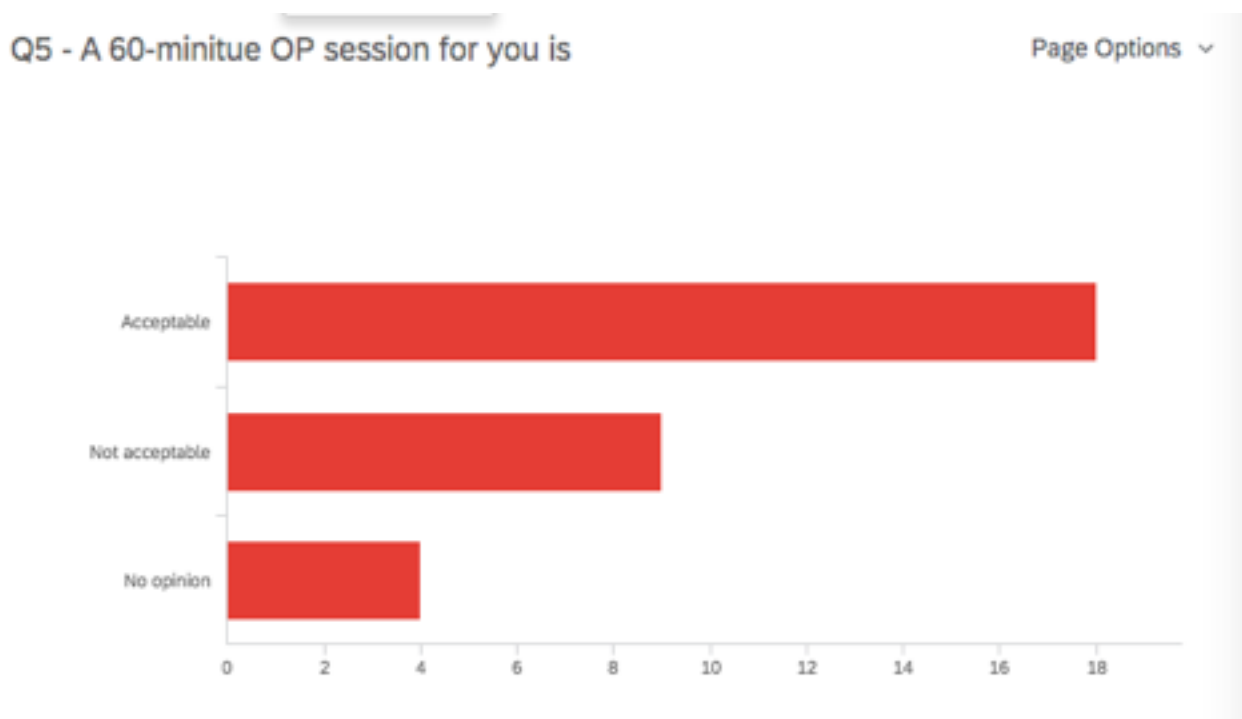


Figure 11. OP session time length issue

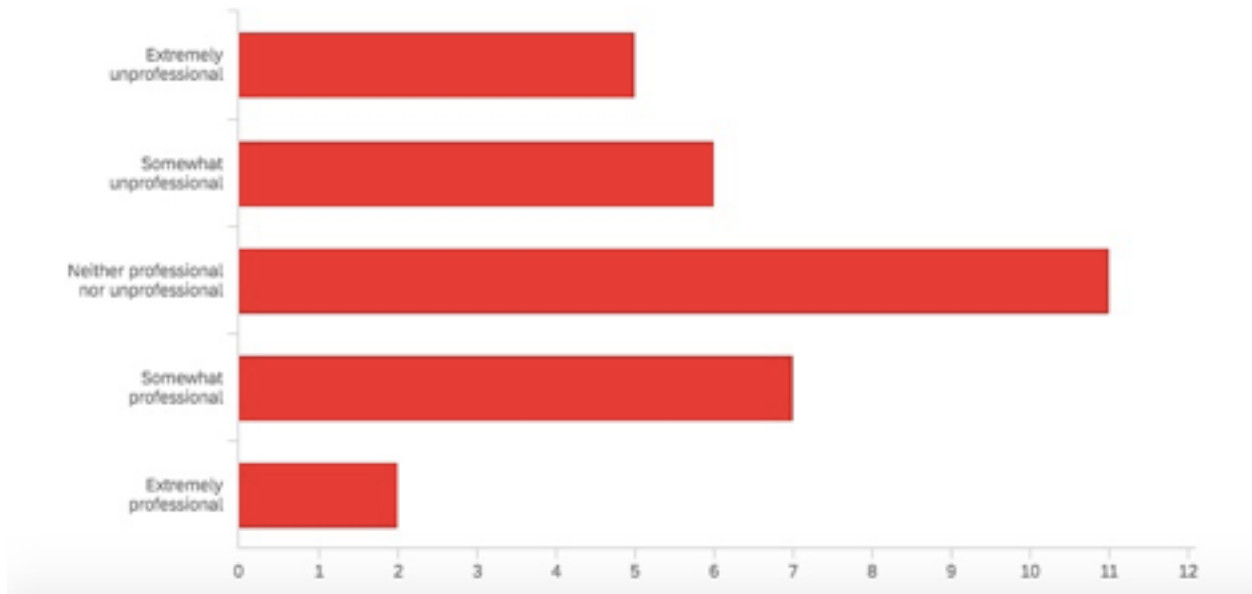


Figure 12. Students' and Volunteers' relationships

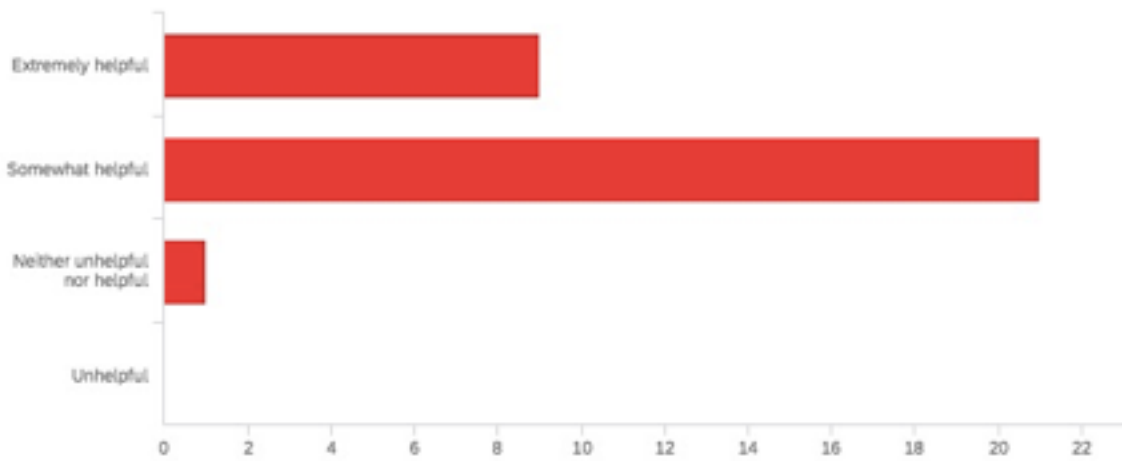


Figure 13. The effectiveness of OP sheets

Assessment that take less than 5 minutes is not very effective, and could not possibly cover the content of a 50 minute session. When asked about whether the participants would accept a 60 minute OP session (50 minute of oral particle + 5 minute assessment + 5 minute feedback), 56% respondents accept this time length. The professional relationship between students and volunteers should also be considered here because if the students do not trust their volunteers professionalism, they might not take the assessment seriously. Unfortunately, most of the respondents (11 out of 32) reported that they do not have a professional relationship with their partner. Lastly, the effectiveness of OP sheet is being assessed here, majority respondents find the sheet useful.

CONCLUSION

a. Summary and overall interpretation of results

Based on data collected from OP session participants, respondents did not display strong resistance to assessment, majority respondents either desire assessment nor resist assessment, but 22 out of 32 respondent strongly agree that assessment would help their learning/teaching experience in OP sessions. The lack of desire to have assessment might due to these following factors :

1. The type of assessment
2. Volunteer's ability to develop assessment
3. How assessment could lengthen the time of OP sessions
4. Resistance to be monitored while learning
5. Not aware of the benefits of assessment.

b. Recommendations

I. Proposed Solution

Based on above analysis, this report propose to implement a short quiz that will take about 5-10 minutes, depends on how volunteers want to plan their sessions.

II. Potential limitations of this solution are:

1. Volunteer's inability to develop quizzes and rubrics
2. The barriers to access test
3. Volunteer's resistance to extra work load

4. Student's resistance to extra work load

III. Alternative solution

An alternative to the proposed solution is oral examination. Volunteers can prepare a list of questions that they will ask at the end of the OP session. This alternative could solve the potential limitations as addressed above.

References:

Biggs, J. (1999). Teaching for quality learning at university: What the student does. Bristol, PA:

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