

Don Slater | dslater@georgiasouthern.edu

Georgia Southern University
Statesboro, Georgia, USA

Ludy Goodson | lgoodson@georgiasouthern.edu

Embry-Riddle Aeronautical University
Daytona Beach, Florida, USA

Student Confidence Ratings and Learning Outcomes (Poster Presentation)

This poster session will show the value of students' confidence ratings before and after instruction on individual tasks, collected at intervals throughout the course, and compare these data to companion post-test results. The students also estimated the value of the confidence rating process for their learning and identified their positive and negative experiences in the course. The particular course for which this research was conducted is TCM 4434, Site Construction.

Objectives include:

1. Recognize the contribution of pre- and post-confidence ratings to learning and teaching.
2. Identify the relationship of confidence ratings to scores/grades on tests of the same tasks.
3. Determine the value of using confidence ratings.
4. Identify strengths, improvements, and insights obtained from analysis of the multiple sources of data about student performance in the course.

The hypotheses examined are:

1. Instruction will raise both confidence and performance.
2. Confidence ratings will correlate with post-test scores.
3. Instruction will decrease variability (raise consistency) in both confidence and performance results.

The poster session will display the Likert rating scale and show highlights of the confidence survey data. Sample test questions will illustrate alignment of test items to tasks for which students rated their confidence. In addition, trends from the students' perceptions of learning (formative end-of-course evaluation data) will be summarized.

The value of this session will be in determining how confidence ratings and trends from formative end-of-course perceptual data, together with test results, can assist in identifying strengths, improvements, and insights for the course design and teaching process.