

Threshold-Concept Inspired eTutorials in Electronics

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Traditional EE Tutorials



- Low engagement
- Some bored (through the portal)
- Some lost (in liminal space)
- Not self-paced (minute/month)

- Manpower expensiveTimetable tiresome

Especially for large classes





- Attack above problems, but...
- Can be numerical, crammable, tiresome

- Our solution:
 - Web-based, self-paced
 - TC-centric (thinking not calculating)
 - No penalty for wrongs (learning not assessment)





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- Benchmarked cohorts (+2%, not significant)
- Surveyed & interviewed both to death

Results: Qualitative



- More engaged
- Less dissatisfied
- 5x questions still perceived as "too few"

• Minimal risk of Hawthorne effect

Results: Quantitative





Results: Quantitative

- Seems to help learning
- Sed post hoc ergo propter hoc







• 7% gain & we did NOTHING else different!



Results: Quantitative



Student e-activity during semester









- About 600 hours programming
- About 100 hours entering questions
- About \$30k total build cost
- Commercial systems \$37/student/semester
- Traditional about \$25/student/semester (NZ)
- Payback in <1000 student-semesters (ignoring learning improvement)
- Faster if class size bigger







- Better than traditional
- Classes <250 \rightarrow unhappy accountants

- No comparison with non-TC eTutorials (OASIS)
- Learning tool, not an assessment tool







Thank you