

ENG102 Expository Writing Micro-Credential Course

Student Survey Results

May 22, 2025

This is a common-core course designed to help students develop their academic writing and presentation skills. Students will be expected to read academic texts and write an academic paper by synthesizing information from a variety of sources. They will also learn how to give end-text citations. In addition to improving their writing skills, students will have the chance to learn presentation skills and to practice them in class. In this context, Student Survey evaluated students enrolled in the ENG102 course as presented in Table 1.

The survey was conducted with 65 respondents, resulting in a response rate of 9.01% out of 721 total participants. Gender distribution included 37 female (56.92%), 27 male (41.54%), and 1 participant (1.54%) who preferred not to respond. The majority of respondents were from the Faculty of Engineering (26 students, 40.00%), followed by the Faculty of Architecture and Design (12 students, 18.46%), and the Faculties of Arts and Sciences and Economics and Administrative Sciences, each with 10 students (15.38%). The Faculty of Education was represented by 7 students (10.77%).

Table 1. Evaluation of Student Survey in ENG102 Expository Writing Micro-Credential Course

Item	Strongly Disagree (%)	Disagree (%)	Neither agree nor disagree (%)	Agree (%)	Strongly Agree (%)	Mean (M)
The micro credential course helped me develop my presentation skills.	4.62	3.08	32.31	44.62	15.38	3.63
The content of the micro credential course was	1.54	0.00	15.38	53.85	29.23	4.09

related to the ENG102 course.

The level of difficulty of the content was appropriate.	1.54	6.15	18.46	50.77	23.08	3.87
The videos were of good quality (i.e., video and sound quality).	3.08	1.54	18.46	53.38	21.54	3.82
The length of the videos was okay.	1.54	12.31	15.38	50.77	20.00	3.75
The workload in the micro credential course was manageable.	1.54	1.54	16.92	53.85	26.15	4.01
The micro credential course enabled me to reflect on my own presentation skills.	4.62	9.23	23.08	47.69	15.38	3.60
Questions in the videos helped me to better understand the content.	4.62	6.15	27.69	43.08	18.46	3.64
There were a variety of activities following each video.	0.00	3.08	10.77	58.46	27.69	4.10
Activities following each video were engaging.	3.08	4.62	23.08	53.85	15.38	3.73
Receiving a digital badge motivated me to complete the course.	7.69	12.31	18.46	38.46	23.08	3.57
It was easy to navigate in the course.	1.54	3.08	20.00	55.38	20.00	3.90
Technical support provided was satisfactory.	1.54	1.54	20.00	47.69	29.23	4.01
The 10 points allocated for the micro credential course were appropriate.	1.54	4.62	12.31	43.08	38.46	4.12
I would recommend this course to future ENG102 students.	3.08	10.77	23.08	33.85	29.23	3.75
I would take more micro credential courses if offered at the university.	4.62	10.77	29.23	38.46	16.92	3.52

Survey results indicate that the micro-credential course was generally well received, with several aspects rated positively by students. Many items achieved mean scores above 3.5 on a 5-point

scale, suggesting that students found the course beneficial, particularly in areas such as content relevance to ENG102 ($M = 4.09$), variety of post-video activities ($M = 4.11$), and fairness of the 10-point grading component ($M = 4.12$). These responses highlight that the course aligns well with ENG102 objectives and successfully integrates meaningful tasks to support learning. The videos were also viewed favorably, with video quality ($M = 3.83$) and video length ($M = 3.75$) scoring relatively high. However, while these are positive indicators, there remains room for enhancement—particularly in strengthening structured narration and visual support to improve comprehension. Incorporating clearer summaries and reinforcing key points could further enrich student engagement.

Students also appreciated the navigability ($M = 3.89$) and technical support ($M = 4.02$) provided, though some feedback suggested a desire for more interactive and reflective activities. While questions within videos ($M = 3.65$) and self-reflection prompts ($M = 3.60$) were moderately rated, enhancing these elements through more personalized feedback, peer engagement, or mini-quizzes could make the learning experience more dynamic. Motivation through digital badges ($M = 3.57$) received a slightly lower score compared to other areas, indicating mixed perceptions. Clarifying how these badges contribute to academic and professional development may boost student investment in such features.

Overall, the survey results show a generally positive reception with opportunities for targeted improvements. Future course iterations may benefit from refining specific elements like interactivity, reflection, and instructional scaffolding. Moreover, enhancing the survey tools themselves could provide more precise insight into student needs and experiences.