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A Case of Project Risk Management Course: Students' Feedback on Teaching and Learning

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Abstract

To equip students to be capable professionals and active citizens is the goal of university teaching and learning. Effective teaching and learning are influenced by a variety of factors, including the role of lecturers in creating and delivering high-quality courses, the relevance and organization of course materials, and the learning environment. Therefore, it is crucial to get student feedback on these concerns to ensure excellent teaching and learning. Students' opinions on the course material, the lecturers' professionalism, their teaching and learning activities, and the learning environment (infrastructure) will be gathered for this study. The study also aims to look at the relationships between these components. This study's input was acquired through a survey design and a questionnaire. 132 students from project risk management classes at a public institution are participating in this study. Using IBM SPSS version 28, descriptive and correlation analysis of the feedback was performed. The results demonstrate that students' general opinions of the project risk management course's content were favorable and of high caliber. Additionally pleasant and exceptional are the lecturers' professionalism and the way they teach and study. The infrastructure is then suitable and conducive. Overall, there is a clear connection between the infrastructure, teaching and learning, professionalism of the lecturer, and the caliber of the course content. The results of this study can assist teachers in honing their teaching techniques and enhancing the caliber of their instruction.

Keywords: Teaching and Learning, Lecturers' Professionalism, Learning Environment, Student's Impression

Introduction

The university's teaching and learning process is intricate and dynamic. The goal of teaching and learning at the university is to make it easier for students to acquire the knowledge, skills, and attitudes they need to become qualified professionals and engaged citizens (Coman et al., 2020). Effective teaching and learning are essential for the growth and development of individuals, society, and the economy. It equips individuals with the necessary tools to navigate their personal and professional lives successfully. Through education, individuals gain the knowledge, skills, and critical thinking abilities that enable them to contribute meaningfully to their communities and the world at large.

However, the efficiency of the university's teaching and learning process depends on a few variables. Lecturers are one of them. To provide effective teaching and learning at the university, lecturers are crucial. They oversee creating and delivering top-notch courses that are in line with learning objectives and cater to students' requirements and interests. To support students in tracking and enhancing their learning, lecturers must also give chances for them to apply their knowledge and abilities in practical contexts (Rajagopalan, 2019).

Additionally, university teaching and learning are actively participated in by students. They must be driven and committed to always studying. They must be dedicated to their education and feel accountable for it (Tin, 2009; Nugroho & Wibowo, 2020). The university's teaching and learning processes are also significantly influenced by the course material or course content. The course material must be current, interesting, and relevant, and it must be presented clearly to students and has value for them (Gray, 2016). The university's teaching and learning processes are also significantly influenced by the learning environment. The classroom needs to be conducive to learning, with the right equipment, amenities, and technology to support both teaching and learning activities (Ramli & Zain, 2018).

Overall, effective teaching and learning in universities depend on the cooperation between lecturers, students, and the learning environment. This is a result of the benefits of effective teaching and learning in academic contexts being long recognized. One method to ensure excellent teaching and learning is to solicit student feedback on the quality of the instruction they receive. Student feedback is essential for lecturers to evaluate their effectiveness as educators and to make informed choices that will improve the quality of teaching. By using feedback techniques like surveys, questionnaires, or focus groups, lecturers can learn vital information about the experiences of their students in the classroom. Such comments can provide instructors with specific, helpful advice on how to alter and enhance their teaching strategies (Perera-Diltz et al., 2018).

As a result, the purpose of this study is to gather input from students on the four factors of course content, lecturer professionalism, teaching and learning activities, and the learning environment (infrastructure). This study specifically focused on the project risk management classes offered at a public university in Malaysia. Within the curriculum of the university, project risk management is offered as an elective subject. The reason for selecting the project risk management course for this study is its significant role in project management education, particularly in addressing the crucial requirement for effective risk management. This course provides students with the essential knowledge, skills, and techniques to identify, evaluate, and mitigate risks in project-based work. By studying project risk management, students become well-prepared to navigate uncertainties and improve the success rates of projects. Furthermore, organizations benefit greatly from having project managers who are well-versed in project risk management principles, as it enables them to optimize project outcomes, minimize potential risks, and enhance stakeholder satisfaction.

Therefore, the following are the objectives of this study

1. To examine the overall impression of students regarding project risk management course content.
2. To examine the feedback of students regarding the lecturer's professionalism during the teaching and learning process.
3. To examine the feedback of students regarding the teaching and learning activities for the project risk management course.
4. To examine the feedback of students regarding the infrastructure during the teaching and learning process.

5. To examine the relationship between course content, the lecturer's professionalism, the teaching and learning activity, and infrastructure based on the student's feedback.

In summary, the study of the project risk management course within the context of teaching and learning offers significant benefits for students, educators, and the overall learning environment. It enhances the effectiveness of teaching by incorporating practical and real-world concepts, promotes active learning and student engagement, fosters collaboration and teamwork, and equips students with transferable skills applicable to their academic and professional pursuits. By emphasizing the importance of project risk management in teaching and learning, educators can empower students to become proactive learners, critical thinkers, and effective problem solvers, ultimately preparing them for success in their educational and professional journeys.

Methodology

The study uses a survey design approach to evaluate student feedback on teaching and learning at the university by focusing on project risk management courses. There are four general pieces of information to be obtained: first, the overall impression of this subject; second, the professionalism of the lecturer for this course; and third, the teaching and learning activities for this subject. The population in this study was students who took a project risk management course in the first semester of the October 2022–February 2023 session at a public university. A total of 132 students took the course, and 132 responses were received. Data is collected from respondents through online survey forms via the UFuture system. There are four sections in the survey: Section A: Overall Impression of the Course contains four items; Section B: The Lecturer's Professionalism contains seven items; Section C: Teaching and Learning Activities contains eleven items; and Section D: Infrastructure contains two items. Subsequently, the collected data were analyzed using descriptive and correlation analysis using IBM software SPSS version 28. Through this data analysis, it can help meet previously stated study objectives. Based on this study methodology, the study can provide useful information to help improve the quality of project risk management courses in the future.

Results of Study

The following is a discussion of the study's results

Overall Impression of Students on Project Risk Management Course Content

The provided descriptive statistics in Table 1 show the results of four statements that were measured to assess the satisfaction of students with a course on project risk management. For each statement, the minimum value was 3 and the maximum value was 4, indicating that all respondents agreed with the given statements. The mean for each statement was above 3.6, indicating that respondents agreed that the course was of good quality on average. The standard deviation for each statement was less than 0.5, indicating that the spread of data for each statement was low and that most respondents gave almost the same rating. The Valid N (listwise) was 132, indicating that there were no missing data in the analysis. Therefore, it can be concluded that the satisfaction of students with the course on project risk management analyzed in the study was positive and the course can be considered of good quality.

Table 1
Descriptive Statistics of Overall Impression of the Course Content

	N	Minimum	Maximum	Mean	Std. Deviation
I have increased my knowledge by taking the course.	132	3	4	3.70	.461
The course content is related to my field of study.	132	3	4	3.63	.485
The method of assessments in this course has enhanced my learning ability.	132	3	4	3.64	.481
My confidence level in this course has increased.	132	3	4	3.61	.489
Valid N (listwise)	132				

Students' Feedback on Lecturer's Professionalism

Table 2 shows the results of seven statements that were measured to assess the professionalism of a lecturer. For each statement, the minimum value was above 2 and the maximum value was 4, indicating that all respondents agreed or somewhat agreed with the given statements. The mean for each statement was above 3.6, indicating that respondents agreed that the lecturer exhibited high levels of professionalism on average. The standard deviation for each statement was less than 0.5, indicating that the spread of data for each statement was low and that most respondents gave almost the same rating. The Valid N (listwise) was 132, indicating that there were no missing data in the analysis. Therefore, it can be concluded that the students had a positive perception of the lecturer's professionalism in terms of completing scheduled hours of instruction, providing academic guidance, using English as a medium of instruction, being approachable and accessible for discussion, and monitoring student attendance. In this regard, lecturers should always show excellent professionalism to maintain high standards for themselves and their students' feedback and performance (Herwin et al., 2020). This includes being knowledgeable in their subject area, preparing and presenting clear and organized lectures, providing constructive feedback to students, demonstrating respect for diverse student perspectives, and creating an inclusive learning environment (Rodríguez et al., 2021).

Table 2
Descriptive Statistics of Lecturer's Professionalism

	N	Minimum	Maximum	Mean	Std. Deviation
The lecturer completes the scheduled hours of instruction.	132	2	4	3.66	.492
The lecturer is ever ready to provide academic guidance to students.	132	3	4	3.62	.487
The lecturer uses English as a medium of instruction during the lectures except for CITU and Third Language courses.	132	3	4	3.63	.485
The lecturer is approachable.	132	3	4	3.61	.489
The lecturer is accessible for discussion.	132	3	4	3.67	.473
The lecturer monitors student attendance.	132	3	4	3.64	.481
Overall, the lecturer exhibits high professionalism.	132	3	4	3.66	.476
Valid N (listwise)	132				

Students' Feedback on Lecturer's Teaching and Learning Activities

Table 3 presents the descriptive statistics for eleven statements used to evaluate the teaching style of a lecturer. The minimum values for all statements were above 2, while the maximum values were 4, indicating that respondents either agreed or somewhat agreed with the statements. The mean values for each statement were above 3.6, suggesting that, on average, respondents found the lecturer's teaching style enjoyable and effective. Furthermore, the standard deviations for each statement were less than 0.5, indicating a low spread of data and a high level of agreement among respondents. These results indicate that students held a positive perception of the lecturer's teaching style, particularly in terms of explaining course content and outcomes, actively involving students, encouraging questions and opinions, delivering engaging and thought-provoking content, providing feedback for assessments, assisting students in mastering the material, and overall enjoyment of the teaching style. Based on these findings, it is important for lecturers to continuously improve their teaching and learning methods to enhance student engagement, performance, and satisfaction. One effective strategy for such improvement is the incorporation of active learning strategies, which involve engaging students in discovery and scientific processes, as supported by (Mello, 2016). By implementing these strategies, learning outcomes and knowledge retention can be improved.

Table 3
Descriptive Statistics of Lecturer's Teaching and Learning Activities

	N	Minimum	Maximum	Mean	Std. Deviation
The lecturer explains the course content.	***132***	***3***	***4***	***3.64***	***.481***
The lecturer explains the outcomes of the course.	***132***	***3***	***4***	***3.63***	***.485***
The lecturer explains the methods of assessment for the course.	***132***	***3***	***4***	***3.62***	***.487***
The lecturer teaches according to plan.	***132***	***3***	***4***	***3.66***	***.476***
The lecturer actively involves students in the learning process.	***132***	***3***	***4***	***3.61***	***.490***
The lecturer creates an environment for students to ask questions and offer opinions.	***132***	***3***	***4***	***3.62***	***.487***
The lecturer delivers the content interestingly.	***132***	***3***	***4***	***3.62***	***.487***
The lecturer's delivery style challenges the mind.	***132***	***2***	***4***	***3.61***	***.506***
The lecturer provides feedback for each assessment/assignment/test/project.	***132***	***3***	***4***	***3.60***	***.492***
The lecturer helps students master the learning content.	***132***	***3***	***4***	***3.65***	***.478***
Overall, I enjoyed the teaching style of this lecturer.	***132***	***3***	***4***	***3.61***	***.489***
Valid N (listwise)	***132***				

Students' Feedback on Infrastructure during Teaching and Learning

Table 4 presents the results of the assessment of equipment space for teaching and learning, based on two statements. The minimum values for both statements were above 2, while the maximum values were 4, indicating agreement or partial agreement among all respondents. The mean value for the statement "The equipment space for teaching and learning is conducive" was 3.64, suggesting that, on average, respondents agreed that the space provided a conducive environment for teaching and learning. Similarly, the mean value for the statement "The teaching and learning equipment is adequate and functioning" was 3.59, indicating that, on average, respondents agreed that the equipment met their needs and was in working order. The low standard deviations for both statements, which were less than 0.5, indicate a narrow spread of data and a high level of agreement among respondents. Based on these findings, it can be concluded that respondents had a positive perception of the equipment space for teaching and learning, regarding its conduciveness and the adequacy and functionality of the equipment. Consequently, it is essential for the university to prioritize the maintenance of its infrastructure facilities to ensure student comfort during teaching and learning activities. Nugroho and Wibowo (2020) support this notion, emphasizing the importance of optimal school infrastructure in enhancing the quality of learning. Therefore,

the university should continue to invest in and maintain its infrastructure to provide a conducive learning environment for students.

Table 4
Descriptive Statistics of Infrastructure during Teaching and Learning

	N	Minimum	Maximum	Mean	Std. Deviation
The equipment space for teaching and learning is conducive.	132	3	4	3.64	.481
The teaching and learning equipment are adequate and functioning.	132	3	4	3.59	.494
Valid N (listwise)	132				

Relationship Between Course Content, Lecturer's professionalism, the Teaching and Learning Activity, and Infrastructure

Table 5 displays the correlations between several variables: course content impression, lecturer's professionalism, teaching and learning, and infrastructure. The results indicate a strong positive correlation between all variables, with all correlation coefficients being statistically significant at the 0.01 level (2-tailed). Specifically, there was a highly positive correlation between course content impression and the lecturer's professionalism (r = 0.994), teaching and learning (r = 0.990), and infrastructure (r = 0.979). Likewise, the lecturer's professionalism exhibited a strong positive correlation with teaching and learning (r = 0.988) and infrastructure (r = 0.977). Lastly, teaching and learning demonstrated a high positive correlation with infrastructure (r = 0.989). These findings imply that the quality of course content impression, the lecturer's professionalism, teaching and learning, and infrastructure are closely interconnected. It underscores the significance of ensuring that all aspects of the learning environment uphold high standards to foster positive student experiences and outcomes. Nugroho and Wibowo (2020) support this perspective, emphasizing that optimal school infrastructure plays a crucial role in enhancing the quality of learning. Active student involvement and engagement are also important, prompting teachers to be more proactive and provide maximum stimulation. In summary, these results highlight the importance of a comprehensive approach to education, encompassing not only effective course content and teaching methods but also a conducive learning environment with a well-functioning infrastructure.

Table 5
Correlations Between Course Content Impression, Lecturer's Professionalism, the Teaching and Learning, and Infrastructure

		SUM_IMPRESSION	SUM_PROFESIONALISM	SUM_TL	SUM_FACILITY
SUM_IMPRESSION	Pearson Correlation	1	.994**	.990**	.979**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	132	132	132	132
SUM_PROFESIONALISM	Pearson Correlation	.994**	1	.988**	.977**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	132	132	132	132
SUM_TL	Pearson Correlation	.990**	.988**	1	.989**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	132	132	132	132
SUM_FACILITY	Pearson Correlation	.979**	.977**	.989**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	132	132	132	132

**. Correlation is significant at the 0.01 level (2-tailed).

Conclusion

The study analyzed how happy students were with a project risk management course and how they felt about the lecturer's professionalism and teaching approach. The study's sample size was 132 respondents, and the findings showed that students' opinions of the course and the lecturer's professionalism and teaching approach were favorable. All respondents agreed with the assertions about the project risk management course, and the mean for each statement was above 3.6, indicating that the course was, on average, of good quality. Similarly, all respondents agreed or partly agreed with the statements regarding the lecturer's professionalism, and the means for each statement were above 3.6, showing that the student's perceptions of the lecturer's professionalism were favorable. All respondents agreed or somewhat agreed with the statements about the lecturer's teaching style, and the mean for each statement was above 3.6. This shows that the students had a favorable perception of the lecturer's teaching style in terms of explaining the course content and outcomes, actively involving students, creating a space where they could voice their opinions and ask questions, delivering the material in an engaging manner that challenged their thinking, and providing. Overall, the results of the study indicate that the students were happy with the project risk management course, and the lecturer demonstrated high levels of expertise and an engaging teaching method.

The findings of this study hold significant importance for educational institutions and lecturers, as they can serve as valuable insights to enhance the quality of project risk management courses and improve teaching and learning processes. By incorporating the key findings from this study, educational institutions can enhance the curriculum and course content, ensuring that students receive a comprehensive education in project risk management. Lecturers can benefit from the study's findings by gaining a deeper understanding of the specific areas that require attention and improvement in their teaching methods, instructional materials, and assessment strategies. Furthermore, the study's findings can contribute to the overall development of students. By implementing the

suggested improvements, educational institutions can provide a more conducive learning environment for students, enabling them to acquire a stronger foundation in project risk management. This, in turn, equips students with the necessary knowledge and skills to effectively manage risks in real-world project scenarios. Ultimately, the significance of this study lies in its potential to bridge the gap between theoretical concepts and the practical application of project risk management. By aligning educational practices with industry needs, this study can contribute to producing graduates who are better equipped to meet the demands of the professional world. Thus, the study's implications extend beyond the classroom, benefiting both students and the organizations they will eventually work for.

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