

FBMH Student Feedback from Online Learning

Summary from Faculty-wide Unit Surveys

What have we learned from the open comments?

This presentation:

- **Unit survey questions:** what were students asked following shutdown?
- **Online lecture delivery:** what did students find helpful; what would they find helpful
- **Resources for learning:** How well did we support; technical issues/individual difficulties/textbooks
- **Assessment & Feedback:** formative and summative: What helped & what would help?
- **Communication:** What was helpful/what wasn't & what is the best form/platform?

Unit Survey Questions: Semester 2 2020

- Please rate on a scale of 1-5 how much you agree with each of the statements below, where: 1 = completely disagree, and 5 = completely agree. After each statement you will be provided with a follow up question, where you are able to provide more information.
- The online learning and assessment for this unit was delivered very well. (1-5 scale)
 - Follow up question: What did you find most helpful? (Drop down, free text)
 - Follow up question: What needs to be improved? (Drop down, free text)
- I found the technical support offered by the University helpful. (1-5 scale)
 - Follow up question: What support service/resource did you find the most helpful? (Drop down, free text)
- I would be happy for more of my learning and assessments to be delivered online in the future. (1-5 scale)
 - Follow up question: What additional support would you need? (Drop-down, free text).

Lecture delivery: what helped & what would help

Overview: Many points are not specific to online delivery: organisation & availability and tools that enhance active learning are key

Organisation:

- Detailed learning objective for every lecture – “knowing what I need to know” & clear summary
- Lectures available for self-paced learning (advance of timetabled sessions) – include notes for detail
- Indication of how content links to assessment
- Ensure that pre-work is not repeated in session – don’t make pre-work a waste of time
- Content is current & goes beyond readily available information
- Try to have some consistency of style & structure within and between modules
- Avoid content overload & repetition (within and between modules)
- Ensure information is consistent across lectures/Bb & comms

Lecture delivery: what helped & what would help

Availability of lecture-associated resources & avoiding overload:

- Podcast remains available
- Links & reading lists available via Bb (or VLE): with clear guidance on required and additional (including chapter numbers or whole book?).
Keep lists current
- Check availability of resources
- Resources clearly linked to lecture content & learning outcomes
- Video/YouTube links helpful but not substitute
- E-tutorials available – structured tasks to complete at own pace that complement lectures

Lecture delivery: what helped & what would help

Engaging, Active & Supported with opportunities for interaction:

- Record a 'face-to-face' style lecture where course lead explains the components, requirements & link to assessments (enthusiastically)
- Seeing the lecturer speaking in the lecture – even if just in short sections
- Relate to 'real-life' & use scenarios where possible
- Include images, diagrams and videos all supplemented with notes – why are these included?
- Pace the lecture & provide obvious 'sections' to facilitate self-pacing
- Include MCQs to test understanding
- Provide opportunities to feedback 'live' & ask questions
- Use breakout rooms for synchronous sessions – at least once per lecture
- Provide interactive Discussion Board – with clear expectations about times when lecturer can interact

Resources for learning & support: What helped

Community & Support

- Clear contact details and availability
- Discussion Boards & ‘virtual office hours’
- Opportunities for ‘non-assessed’ interaction & community (e.g. reading group)
- Offer interactive Zoom/Teams sessions to discuss content – ‘after lecture style interaction’
- Video of overview of course/session that can be referred back to
- Allow students a Q & A where they can submit questions via an anonymous chat (inclusive)
- Ensure resources are compatible across platforms
- Revision resources for all assessed work
- Reminders about library services and helpful resources

Resources for learning & support: What helped

Technical & IT

- Clear contact details and availability
- Compatibility: Ensure support & guidance for all operating systems – don't assume everyone uses the same
- Technical issues solved quickly
- Clear instructions – don't assume everyone knows how to access resources and support
- **Inclusive**
- Ensure extra time (resources) for DASS students across all online assessments
- Podcasts should have sub-titles
- Visible pointer to improve reference to images/materials in podcasts
- Consider all images/case studies – ensure representation across groups

Assessment: What helped & what would help?

Overview: What was important is just the same online/f2f– Clarity of style & expectations; appropriate level of challenge; fairness; clearly linked to learning outcomes & additional resources; marking & feedback processes fair & accessible; useful practice with feedback

Formative:

- Opportunities for formative assessment within and across lectures
- Ensure formative questions as difficult as final assessment (often too easy)
- Provide trials & opportunities for improvement for some summative assessments
- Spread assessment across the course unit: formative and or summative to scaffold knowledge for final assessment
- Include practice problem solving tasks – not just MCQs
- Give timely feedback for formative assessment

Assessment: What helped & what would help?

Summative:

- Provide a video for what an online assessment will 'look like' or give practice
- Provide clear & accurate timeline of assessment within and across modules
- Increase weighting of weekly summative assessment – reflect the amount of work put in
- Smaller assessments – well planned across course
- Organise and pace the assessments across lectures/modules: if every lecture includes online weekly assessment – it is just too much
- Link assessments to 'everyday life' and case studies
- Provide examples of final assessment style during the course
- Ensure formative questions as difficult as final assessment (often too easy)
- Make past papers available with resources to support them – e.g. sample plan
- Use past papers for formative assessment – with feedback

Communication: What helped/would help?

- Regular 'live' contact from lecturers/module lead where a lot of content is online
- Emphasise the structure of course & the opportunities for guidance & interaction
- Use Bb/VLE notifications for reminders (deadlines) and encouragement – group feedback (what went well?)
- Encourage and facilitate communication between students on course/within/after lectures & sessions
- Ask if students have questions rather than wait to be asked (feel supported)