Two Ends of a Spectrum: 'I have no interest in getting to know other students online' versus 'It was nice to be given the chance to meet my tutor and other students in person'. Some cautionary tales from 825 Level 1 distance learning students about flexible modes of delivery.

Conference or Workshop Item

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Version: Version of Record
Two ends of a spectrum: ‘I have no interest getting to know other students online’ versus ‘It was nice to be given the chance to meet my tutor and other students in person’. Some cautionary tales from 825 Level 1 distance learning students about flexible modes of delivery.

James Roy, Senior Lecturer & Education Staff Tutor

AdvanceHE Teaching and Learning Conference 2022: Teaching in the Spotlight: Where next for enhancing student success?

5th July 2022
Project Team & Details

- **Project Team**: James Roy (Principal Investigator): Lynda Griffin, Jeremy Wilcock; Isobel Shelton; Irene Wong-Gormley, Roisin McPhilemy; Sue Creed
- Project **funded** by Faculty of Wellbeing, Education & Language Studies (WELS) Scholarship & Innovation Centre, PRAXIS
- Human Research Ethics Committee **approved**; Student Research & Scholarship Committee **approved/supplied student data for contact**
- 2018 – 2019 academic year
Research question:
*What are Level 1 students’ experiences of tutorial provision within a blended tuition model in a distance learning university?*

Survey of students on the two largest Level 1 modules in ECYS: **E103** and **E102**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Total students registered March 2019</th>
<th>Sample size surveyed</th>
<th>No. of Responses</th>
<th>Response rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>E102</td>
<td>Introduction to childhood studies and child psychology</td>
<td>3, 530</td>
<td>3052</td>
<td>629</td>
<td>20.6%</td>
</tr>
<tr>
<td>E103</td>
<td>Teaching and learning in the primary years</td>
<td>1,710</td>
<td>1025</td>
<td>196</td>
<td>19.1%</td>
</tr>
</tbody>
</table>

**Total responses: 825** out of **4,077** surveyed. **20.23%** response rate
Methodology in brief

Online survey (MS Forms): quantitative items; open-ended items/qualitative data. Inductive integrated mixed methods. Data generate & evolve findings/conclusions.


Respondents’ reported lived experience -> explain and amplify trends in quantitative/numerical data (cf. Hauck et al, 2020; Creamer, 2017).

Qualitative data add the ‘oh, my goodness!’ aspect

Revealed -> a *spectrum of difference*
What does ‘open to people’ mean?

No formal entry requirements: approx. 35% 1 x A’Level or lower

Learning for all since 1969

205,000+ distance learning students {Students’ stories}

No ‘typical’ age range – returning to study after a long break away from the classroom

36,400 students declaring a disability in 2020/21

Extensive diversity

Inevitable spectrum of difference
Supported open learning

OU module content *teaches* – *student-facing*

Tutors support, facilitate & assess student progress

Synchronous live tutorials - NOT compulsory

Asynchronous forums

Recorded ‘empty room’ summaries

2019: face-to-face & online (Adobe Connect online rooms)
Hermann (2014: 591) notes that

‘Research has consistently demonstrated that students' approaches to learning are associated with students' perceptions of the learning environment’
Guess what! Students will always surprise us!

In this presentation, you will:

• Hear a little about our diverse students’ experiences
  +

• Consider the ‘mix it up’ principle to address the inevitable *spectrum of difference.*
  +

• Be able to have – and inform - a positive impact on the success of your students
Enable student agency

To interact? Or, not to interact?

‘I liked not ‘having’ to interact but choosing it’

‘Lots of interaction. Death by PowerPoint is horrendous’

Agency: value of tools. Chat pods; polls; quizzes.
Interaction -> plan beyond ‘just’ speaking in online mode
BUT ... 

Time-precious instrumental learners

Assignment, assignment, assignment!

‘...time is limited I really just want to cut to the chase; tell me what I need to do for the assignment and that’s it’

+/- 80% in employment+
parents; carers
Anxious students?

Synchronous
CHAT Box is a good option ...

Remember fearful, anxious students!

‘anonymity of the chat box’. More ‘comfortable’
way of asking questions & sharing

Asynchronous
OpenLearn Course: Building confidence in using
online forums
‘I found the tutorials most effective where there was a mixture of listening to the tutor and then using the chat box to raise questions or to share views and discuss with fellow students and the tutor’ (E103)
That spectrum of difference ...

‘collaboration’ for some was great, for others was more of an unnecessary distraction ...

{Tutorials} are vital for encouragement, collaboration with other students and support from our tutor. More tutorials the better!

…The thing is. If I wanted to attend tutorials and make student friends etc, I'd have gone to a brick university

PowerPoint – great for many/most, but deadly boring for others

‘variety’ -> for some, variety is good, for others, variety is ‘inconsistency’ ….
Face-to-face vs online?

**Face-to-face** -> can be ‘added value’ for some – tutors can be more responsive. More immediate interaction. ‘I love the banter….tutor went with the flow …went off on relevant tangents’ + ‘tutor can be more responsive to what students want -adapting to the session accordingly’

**BUT:**

Significant numbers **preferred online** – especially seen as more convenient, less travel, fits with busy life, facilitates caring roles

**Remember:** ‘…time is limited I really just want to cut to the chase; tell me what I need to do for the assignment and that’s it’
What influences choice?

Most convenient **time** {work, caring, parenting, busy lives}

+ 

Most convenient **place** {travel, cost, location, online vs f2f}
Key Practical Recommendations: the ‘mix it up’ principle!

- **Mix up** your blended! One size will never fit all -> a **spectrum of difference is inevitable**
- Plan online timetabling around **times** that suit **most** students
- Listen to, and **respond** to, your students’ voices -> enable students’ agency. **Students’ voices … not** student voice …. 
- **Content delivery** – **which mode is most suitable??** (mix it up principle)
- **Content discussion** – **which mode is most suitable?** Potential ‘added value’ of face-to-face (mix it up principle)
- **Interaction and discussion** -> **not** always need **talking** in **online mode** (chat box …)
- **Remember the anxious, the nervous.**
- **Mix it up principle**: **several** sizes to fit as many as possible
References


*Our planned article:*

*Exploring a spectrum of difference - seeking clarity, seeking connection, seeking confidence. What students told us about their experiences of tutorials in a blended learning context.*

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THANK YOU!