

WHAT DO STUDENTS WANT FROM THEIR ONLINE LEARNING?

STUDENT FEEDBACK

A PERSONAL TOUCH

INTERACTIVE LEARNING

CLEAR LAYOUT AND INSTRUCTIONS

WORKING WITH OTHERS

CHANGES MADE IN RESPONSE

- Weekly ELE forum updates from tutors to convey key module messages and to bring together and summarise learning and debate across activities (informally phrased – as if speaking in classroom)
- Weekly 2 min videos to introduce each taught session – introducing the lecturer, explaining the focus of lecture and ILOs
- Tutor profiles displayed prominently on the ELE page with all relevant contact details, including online booking for office hours and information on their research interests and expertise
- Initial introduction 'selfie' video activity for all students on FlipGrid

- Spaces for testing and reflecting on learning, including: quizzes; requirements to upload extracts of work; individual (anonymous) contributions to WIKI pages; and ELE lessons including responses on questions asked by tutors
- Use of a range of different technologies and packages to vary activity and suit the requirements of different learning activities, including: comic creation software; padlets; answer gardens; interactive timelines, etc
- Online 'live' assessment webinars and interactive and frequently updated module FAQs

- Sessions broken down into smaller chunks, with clear (informally written) instructions included for every activity
- Clear and consistent titles used across ELE pages (e.g. bright colours, same size/font, use of numbering)
- Tile including clear initial instructions for ELE page use and module participation, also including the FAQs section
- ELE icon explanation document (i.e. relating to the icons displayed next to PDFs, word documents etc)
- Use of ELE calendars for key module dates (to ensure all module information is held in one central place)
- Clear ground rules for working together online

- Pre-module training on how students should work together in groups
- Clear sets of expectations for group work – communicated on ELE and in relation to individual activities
- Students to submit logs alongside their summative assessments to outline group work contributions
- Weekly introductory reading and question activity – to work as an icebreaker and to ensure everyone contributes to the first activity of each session. Part of the final summative assessment.

This document summarises key themes arising from student feedback in a UoE Education Incubator project exploring the possibilities for blended learning in modules in the Graduate School of Education and Medical Imaging. For more information on the project please see: <https://www.exeter.ac.uk/teaching-excellence/educationincubator/about> For a more comprehensive outline of these findings and examples from practice please see our project Prezi.

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