TRIANGULATING TEL:
What’s happening; What do students want; and do staff agree?
Peter Reed: University of Liverpool
TRIANGULATING TEL:
What’s happening; What do students want; and do staff agree?
Peter Reed: University of Liverpool
@reedyreedles
ILT Activity

In response to LGoS, TEL Strategy, etc:

TEL Academic & TEL Support Teams;

A three phase ‘audit’ of TEL across ILT provision.
PHASE 1

What’s Happening?
March - May 2013
Phase 1: What’s Happening?

Involved meeting people (n=40)

And

An audit of VITAL use (~300)
Phase 1: What’s Happening?

Some good (but isolated) practice

Inconsistency in VITAL

Some use of Turnitin

(but little formal online submission/feedback)

Recording of lectures/other content is increasingly popular
PHASE 2

Staff Survey

n=102

July - August 2013
Phase 2: Staff Survey

90% of staff agree with provision of minimum standards (more on this later)
Attitudes & Experience towards electronic marking & feedback

- Used MS Word: 92% Experienced, 28% Learn More, 14% Unaware of, 26% Aware of, 24% Disagree
- Used TurnItIn & Grademark: 62% Experienced, 28% Learn More, 14% Unaware of, 26% Aware of, 7% Disagree
- Used Audio Feedback: 48% Experienced, 26% Learn More, 12% Unaware of, 32% Aware of, 7% Disagree
- Used Video Feedback: 37% Experienced, 32% Learn More, 7% Unaware of, 37% Aware of, 7% Disagree
Attitudes & Experience towards recording materials

- **Screencasts**: 38% DISAGREE, 48% LEARN MORE, 15% EXPERIENCED
- **Full ‘live’ lecture capture**: 23% DISAGREE, 44% LEARN MORE, 32% EXPERIENCED
- **Pre-recorded to ‘flip’…**: 19% DISAGREE, 10% UNAWARE OF, 44% LEARN MORE, 27% EXPERIENCED
- **‘Other’ video e.g. interviews**: 15% DISAGREE, 10% UNAWARE OF, 47% LEARN MORE, 29% EXPERIENCED
Attitudes & Experience towards recording materials

Some concern recordings may impact on attendance
Recognition of **Barriers to engaging & innovation**

- **Motivation**: 5%
- **Skills / Literacies**: 29%
- **Reward Structures**: 30%
- **Time**: 61%
- **Support / Training**: 32%
- **Priorities**: 31%
PHASE 3
Student Survey
n=840
October - November 2013
Attitudes & Experience towards electronic marking & feedback

Would like to submit coursework electronically:
- STRONGLY DISAGREE: 10%
- DISAGREE: 17%
- INDIFFERENT: 24%
- AGREE: 46%
- STRONGLY AGREE: 25%

Would like e-feedback:
- STRONGLY DISAGREE: 10%
- DISAGREE: 17%
- INDIFFERENT: 24%
- AGREE: 41%
- STRONGLY AGREE: 25%

Would like electronic marks:
- STRONGLY DISAGREE: 11%
- DISAGREE: 20%
- INDIFFERENT: 26%
- AGREE: 55%
- STRONGLY AGREE: 18%

Would like audio feedback:
- STRONGLY DISAGREE: 16%
- DISAGREE: 20%
- INDIFFERENT: 26%
- AGREE: 17%
- STRONGLY AGREE: 20%
Would like to submit coursework electronically

Would like e-feedback

Would like electronic marks

Would like audio feedback

Attitudes & Experience towards electronic marking & feedback

Students value feedback (despite some research)

Mostly concerned with e-grades (75% A or SA)

eSubmission popular (69% A or SA) - cost savings

‘Innovative’ approaches such as audio feedback not (38% A or SA%)
Attitudes & Experience towards recorded content

- Would like to access recorded lectures: 15% DISAGREE, 66% AGREE, 17% STRONGLY AGREE
- Would like synchronised audio with slides: 10% DISAGREE, 17% INDIFFERENT, 58% AGREE
- Would like synchronised video with slides: 17% DISAGREE, 17% INDIFFERENT, 48% AGREE
- Would like dedicated recordings to watch before class: 11% DISAGREE, 21% INDIFFERENT, 21% AGREE, 40% STRONGLY AGREE
Attitudes & Experience towards recorded content

Students want to access recordings (80% A or SA)

Synchronised Audio & PPT most popular (76% A or SA)

Synchronised Video & PPT is too (65% A or SA)

However....
Single preferred approach to recorded content

- Synchronised audio: 50%
- Synchronised video: 33%
- Other recordings: 1%
- Audio only: 7%
- Pre-recorded video: 9%
Intended use of recorded lectures

- Revisit to clarify: 92%
- Revise for exam/coursework: 87%
- Overcome challenges in note-taking: 70%
- Catch up on missed classes: 56%
- Overcome concentration challenges: 46%
- Overcome language barriers: 9%
- Instead of attending lectures: 7%
Context for use of recorded lectures

- Whilst studying at computer: 96%
- On mobile device e.g. travelling: 27%
- Multi-tasking: 23%
MINIMUM STANDARDS

COMPARING STAFF & STUDENT RESPONSES
Staff & Students were provided a list:

- A Welcome to the area
- Contact details for Leader
- Contact details for others
- Module Specification
- Timetable / Schedule
- Learning Outcomes
- Assessment Strategy
- Further Reading
- Lecture notes/handouts
- Past Exam Papers
- Online submission
- Formative feedback on draft
- Online discussion forums
Student suggestions for inclusion in Minimum standards
Staff suggestions for inclusion in Minimum standards

- A Welcome to the area
- Contact details for Leader
- Contact details for others
- Module Specification
- Timetable / Schedule
- Learning Outcomes
- Assessment Strategy
- Further Reading
- Lecture notes/handouts
- Past Exam Papers
- Online submission
- Formative feedback on draft
- Online discussion forums
Student v Staff suggestions for inclusion in Minimum standards
Student vs Staff suggestions for inclusion in Minimum standards
Student vs Staff suggestions for inclusion in Minimum standards

Questions

Which criteria do we include?

How much of the student voice is enough?
What Else?

• Free text questions identified

• Students can’t really identify innovation (mobile or general)

• Lots of mobile usage and expectation (89%)

• Lots of reference to apps to support studies

• Lots of problems with relatively simple tech issues with mobile devices such as wifi, email, library access, etc. Leading to drop-in sessions
What Else?

• Students are generally confident with their digital literacies (79%)....

• But some would like opportunity to develop further (31%)
In Summary

- Expectation and demand from students
- Positive attitudes from staff to engage
- Need support
REFERENCES

Bench Image CC BY-NC-ND Flickr User Madhan Kumar
Staff Wanted Image CCBY-NC-SA Flickr User LEOL30

Peter Reed
Lecturer (Learning Technology)
Institute of Learning & Teaching
Faculty of Health & Life Science

peter.reed@liverpool.ac.uk
@reedyreedles