Has hybrid teaching changed how students and staff use Learn?

Emma Horrell
Content Designer
User Experience and Digital Consultancy
Website and Communications
Presentation outline

About Learn Foundations
Project aims
Project activities – supporting hybrid teaching and learning

Research during hybrid
Research aims and questions
Research methods – top tasks, card sort, usability tests, interviews

Insights and research results
Findings from mixed methods
Conclusions – has hybrid changed interactions with Learn?
About Learn Foundations
Learn Foundations – aims and approach

• Best possible user experience of Learn for both staff and students
  – Courses in Learn are accessible
  – Students can easily find relevant information in Learn
  – Staff find Learn easy to use and are well-supported to make and deliver rich courses online

• Service design approach
  – Relies on understanding of both user and operator perspectives and needs
  – Evidence-led
  – Underpinned by robust programme of varied research
## Learn Foundations – activities to support hybrid

<table>
<thead>
<tr>
<th>Template</th>
<th>Training</th>
<th>Internships</th>
<th>Communication and Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course template – consistent structure</td>
<td>• Edinburgh Model for teaching online</td>
<td>• Supported content migration</td>
<td>• With both staff and students</td>
</tr>
<tr>
<td>• Glossary – terminology used in Learn</td>
<td></td>
<td>• Accessibility auditing</td>
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<tr>
<td>• Checklist – guidance to set up courses</td>
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</table>

### Course design
- ABC learning design for hybrid
- Micro and macro patterns
Research during hybrid
Learn Foundations research – aims and questions

Aims
• Build a rich picture of how staff and students are using Learn to support hybrid teaching and learning
• Assess validity of Learn Foundations elements developed pre-hybrid

Questions
• What’s changed in the shift to hybrid?
• Are staff and students’ needs and priorities the same as before?
• How are they interacting with Learn?
# Learn Foundations research methods

## Top tasks survey
- “Pick 5 items most important when teaching/learning online”
- Reveals staff and student priorities in Learn

## Usability testing
- “Complete these tasks while thinking aloud”
- Shows how staff and students interact with Learn and how Learn supports them completing their tasks

## Card sort
- “Group these items in a way that makes sense to you”
- Reveals how students expect to see information organised within Learn

## Semi-structured interviews
- “Tell me how you would use Learn in this scenario”
- Reveals positives, negatives, problems and solutions staff and students encounter
Insights and research results
Students’ priorities stayed the same

Students’ top tasks (pre-hybrid)

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture slides</td>
<td>8%</td>
</tr>
<tr>
<td>Lecture notes/outlines/handouts</td>
<td>6%</td>
</tr>
<tr>
<td>Lecture recordings</td>
<td>6%</td>
</tr>
<tr>
<td>Past exam papers</td>
<td>4%</td>
</tr>
<tr>
<td>Grades - access grades for courses</td>
<td>4%</td>
</tr>
<tr>
<td>Reading lists / study resources</td>
<td>2%</td>
</tr>
<tr>
<td>Assignment deadlines</td>
<td>1%</td>
</tr>
<tr>
<td>Assignment feedback / feed forward</td>
<td>2%</td>
</tr>
</tbody>
</table>

Students’ top tasks (hybrid)

<table>
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<tr>
<th>Task</th>
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</thead>
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<tr>
<td>Lecture recordings</td>
<td>5%</td>
</tr>
<tr>
<td>Reading lists / study resources</td>
<td>6%</td>
</tr>
<tr>
<td>Lecture notes/outlines/handouts</td>
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</tr>
<tr>
<td>Assignment deadlines</td>
<td>3%</td>
</tr>
<tr>
<td>Lectures (Live Lectures)</td>
<td>5%</td>
</tr>
<tr>
<td>Grades - access grades for courses</td>
<td>4%</td>
</tr>
<tr>
<td>Assignment feedback / feed forward</td>
<td>3%</td>
</tr>
</tbody>
</table>
Students’ priorities stayed the same

7 out of 8 students’ top tasks remained consistent
Lecture recordings were a priority for students
Students’ views on lecture recordings

• 10-15 minute lecture chunks were fine as long as they were ordered logically

• Ambiguous titles of lectures (e.g. Lecture 2.1) made it difficult to review content

• Recorded lectures were sought on the recording platforms as well as in the course content folders

“….having so many videos that all belong to the same lecture...that’s when it gets confusing for me” [Student]
Priorities of staff changed

Staff top tasks (pre-hybrid)

- Lecture notes/outlines/handouts
- Reading lists / study resources
- Lecture slides
- Course curriculum/outline/syllabus
- Resources for preparing for seminars/tutorials/labs/practicals
- Assignment feedback / feed forward
- Assignment deadlines
- Assignment submission/upload - submit work for marking

Staff top tasks (hybrid)

- Lecture notes/outlines/handouts
- Lecture slides
- Announcements - Send/get updates from course
- Lecture recordings
- Course curriculum/outline/syllabus
- Reading lists / study resources
- Assignment submission/upload - Submit work for marking
- Lectures (Live Lectures)
Priorities of staff changed

3 out of 8 top tasks of staff changed

- Lecture notes/Outlines/Handouts
- Reading lists/study resources
- Lecture slides
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Announcements

- Assignment submission/upload - submit work for marking
- Reading lists / study resources
- Course curriculum/outline/syllabus
- Lecture recordings
- Announcements - Send/get updates from course
- Lecture slides
- Lecture notes/outlines/handouts
- Announcements
‘Announcements’ became more important for staff

Usability tests showed

Staff used ‘Announcements’ to:

• Advise details – dates, times, groups, resources, platforms preparation
• Signpost content
• Alert students to content
• Put various details together in one place

“.... I'll go to ‘Announcements’ and I’ll put like a nice, quite descriptive title” [Staff member]
Staff were using Learn in new ways

- Discussion forums
  - Used a place to ‘seed’ questions ahead of Q&A
  - Encouraged students to share questions and look for answers
- Group work
  - Collaborate for longer-term groups, Teams for ad hoc groups
  - Asynchronous activities were designed – to be done at any time
- Use of new tools and integrations: Miro, Padlet, Piazza, Pebble Pad
- Whiteboards were a good engagement tool due to anonymity

“….if I was in person, I probably wouldn’t have used any of the technology. I know you can do these kinds of things in Learn, but I just wasn’t sure how to do it” [Staff member]
Engagement challenges and responses

“...a big assumption ... was that we need to keep them busy...and this means we need to have students doing something all the time and that turned out not to be the case”  
[Staff member]

“.. I feel really frustrated for the other people in the group and the tutor. Lately I’ve just been turning my video on ..because I know that talking to a black screen the whole day is a bit sad”  
[Student]
Students expected to find things in the same categories

Students’ groupings (pre-hybrid)

Students’ groupings (hybrid)
Students took several attempts to find information in Learn

Attempts per task

- Find dates and times of upcoming sessions
- Find a recorded lecture
- Find guidance on using online tools
- Find out how to submit a piece of work
Students struggled to find online tools guidance

Item: ‘Help using learning technology tools’ was placed by students in ‘Help and support’

In usability tests:
- Students didn’t look in ‘Help and support’ for ‘guidance on online tools’
### Conclusion – has hybrid teaching changed use of Learn?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students’ priorities remained the same</td>
<td>• Staff were using new tools within Learn</td>
</tr>
<tr>
<td>• Students expected to navigate Learn in the same way</td>
<td>• Increased use of Announcements by staff</td>
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<tr>
<td></td>
<td>• More recorded material meant more content to be arranged within Learn</td>
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<tr>
<td></td>
<td>• Greater reliance on Learn for building community</td>
</tr>
<tr>
<td></td>
<td>• Engagement within Learn needed to be managed to be effective</td>
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</tbody>
</table>
Hybrid is still evolving ...

Pre-hybrid  Hybrid  Post hybrid?
Thank you!

Questions?