

# Has hybrid teaching changed how students and staff use Learn?

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# 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

## Template

- Course template – consistent structure
- Glossary – terminology used in Learn
- Checklist – guidance to set up courses

## Course design

- ABC learning design for hybrid
- Micro and macro patterns

## Training

- Edinburgh Model for teaching online

## Internships

- Supported content migration
- Accessibility auditing

## Communication and Engagement

- With both staff and students

# 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



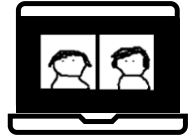
## Card sort

- “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

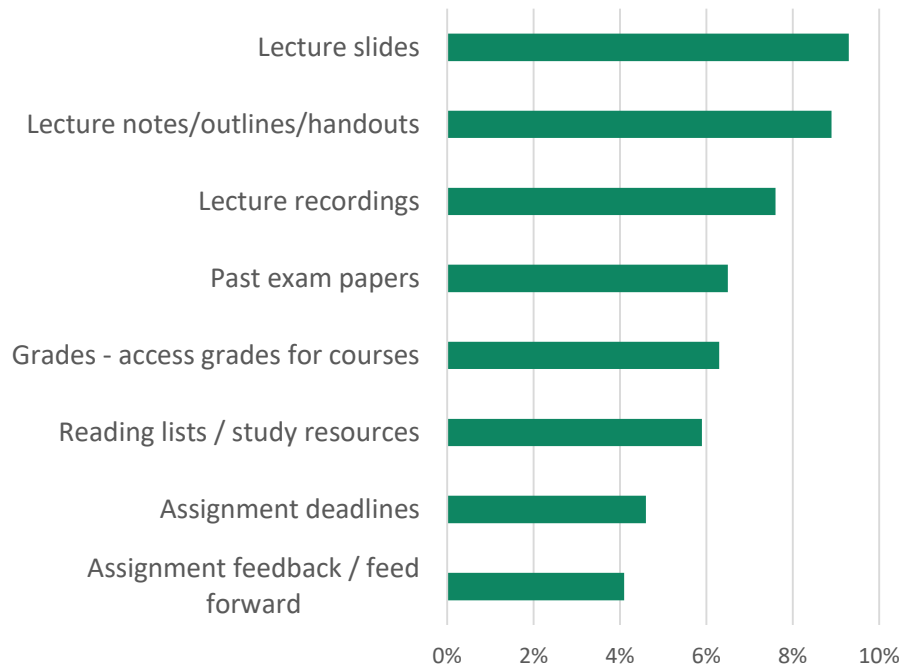




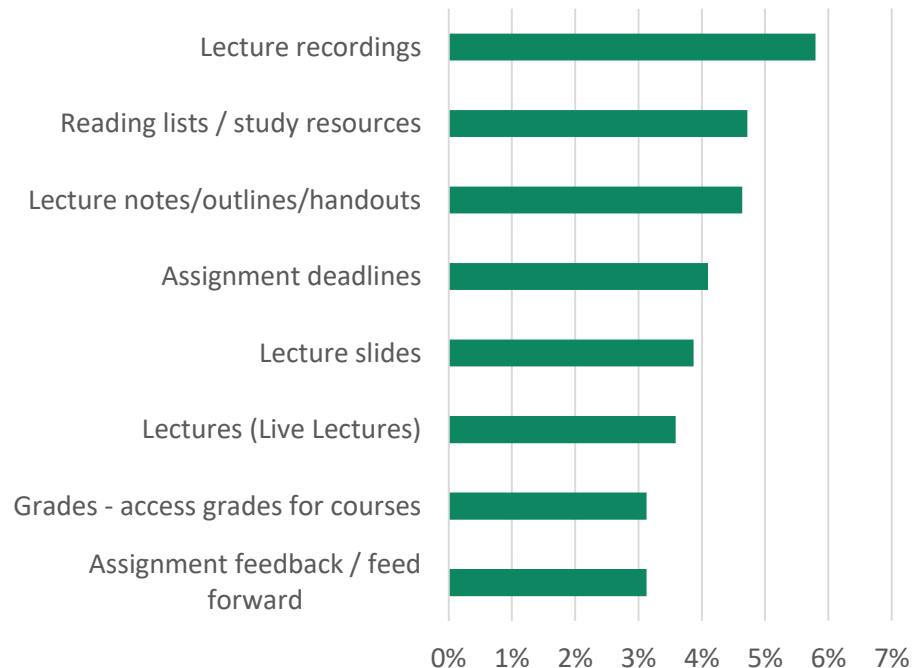
# Insights and research results

# Students' priorities stayed the same

## Students' top tasks (pre-hybrid)

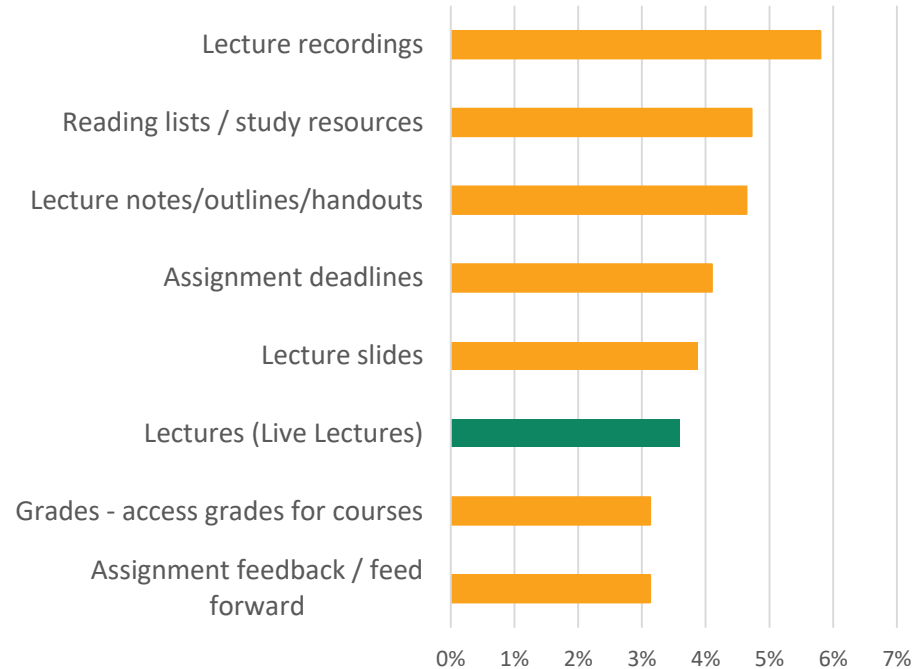
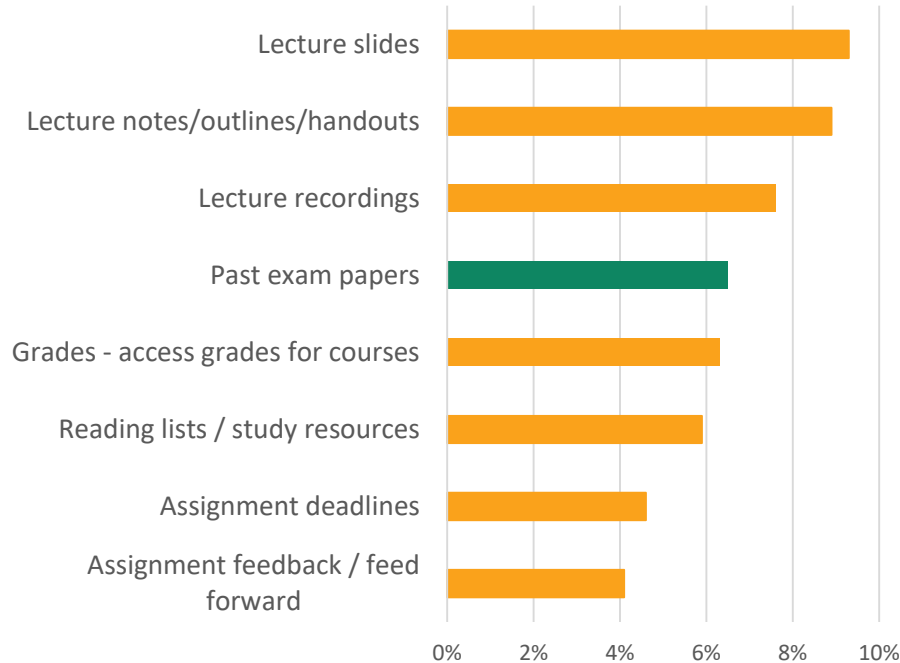


## Students' top tasks (hybrid)

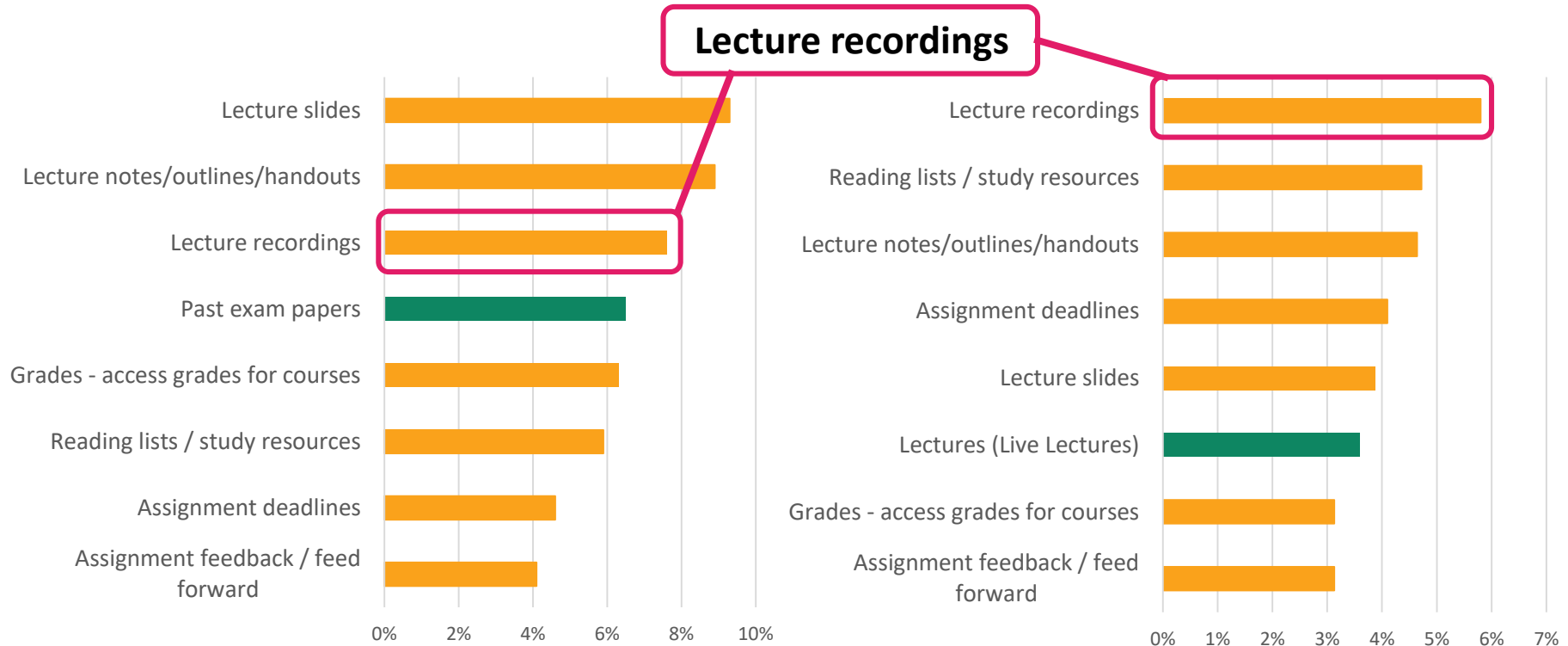


# Students' priorities stayed the same

## 7 out of 8 students' top tasks remained consistent



# Lecture recordings were a priority for students



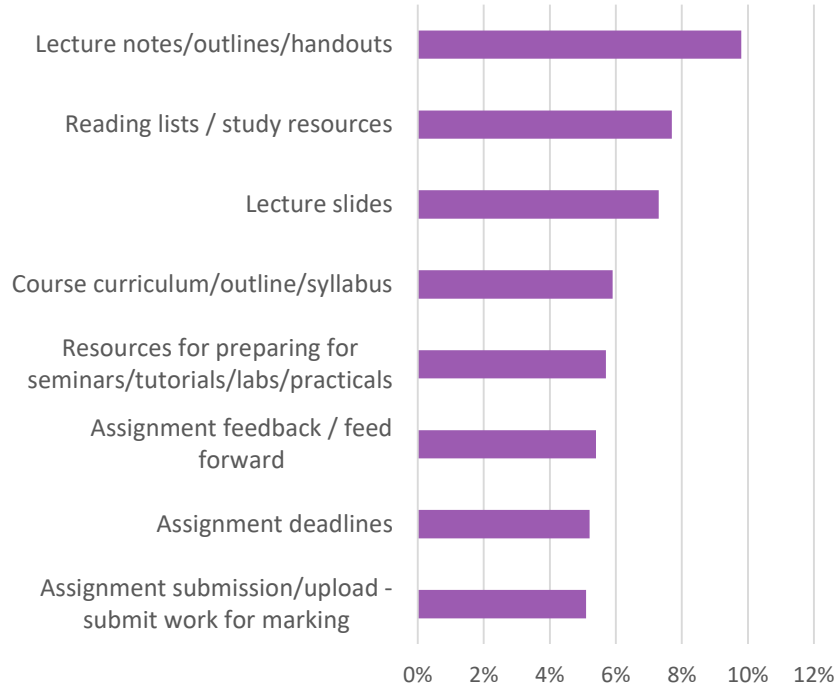
# Students' views on lecture recordings

- 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

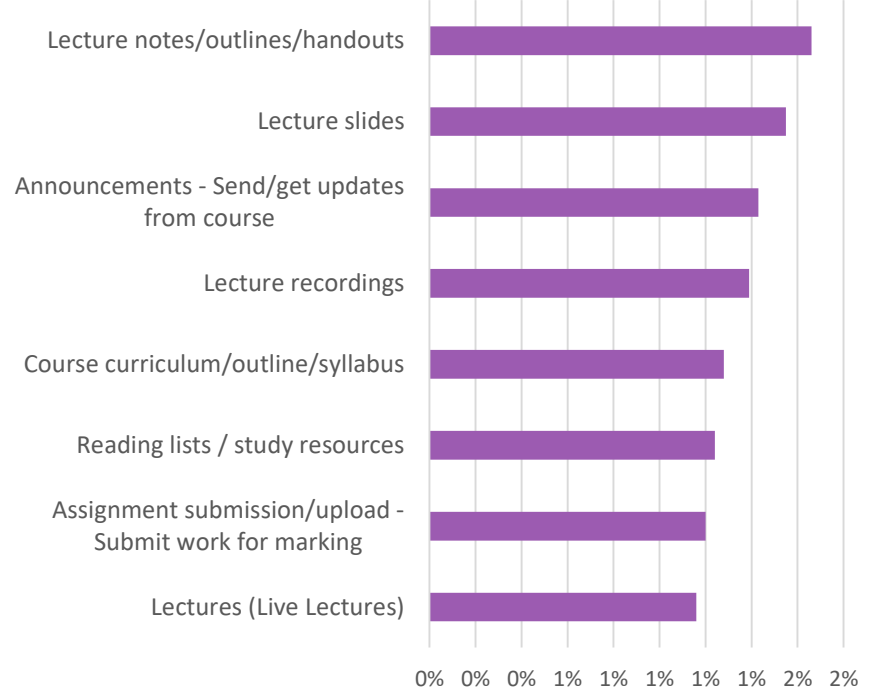
***“....having so many videos that all belong to the same lecture...that’s when it gets confusing for me” [Student]***

# Priorities of staff changed

## Staff top tasks (pre-hybrid)

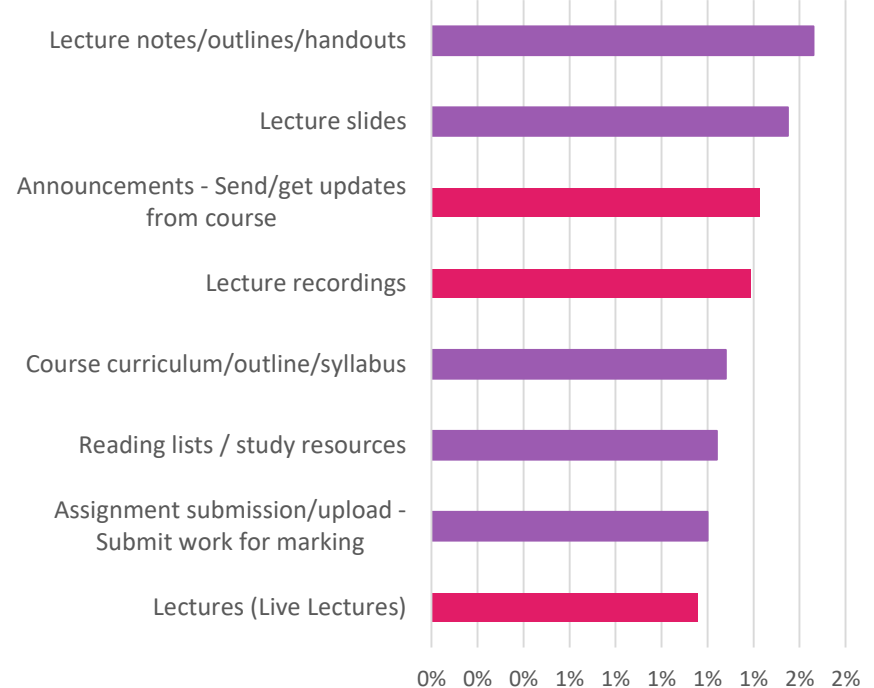
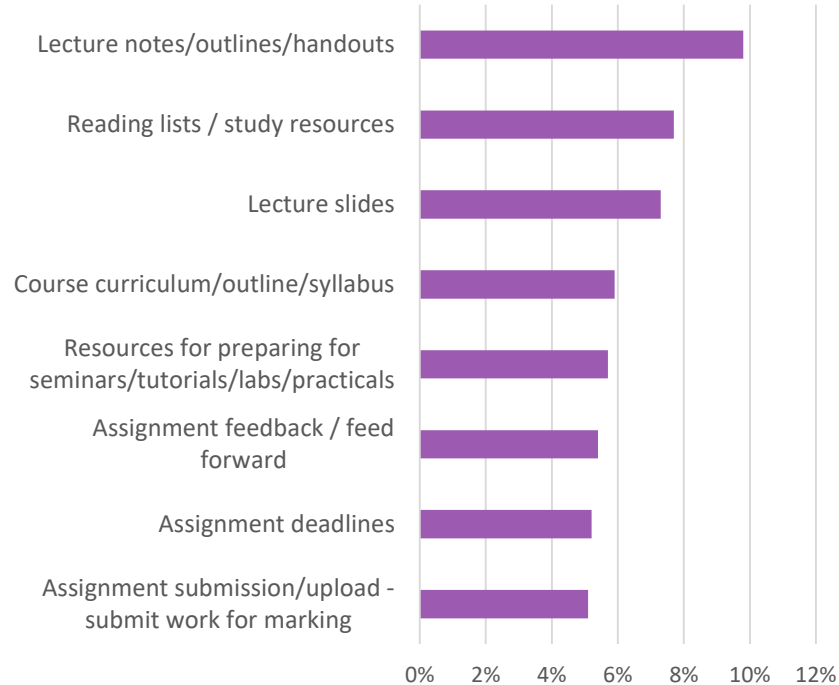


## Staff top tasks (hybrid)



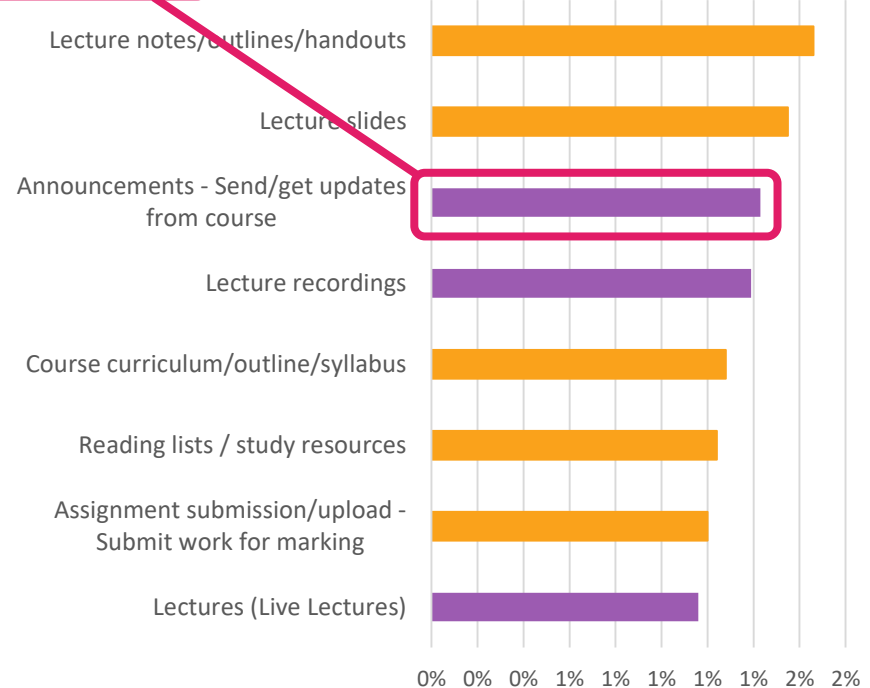
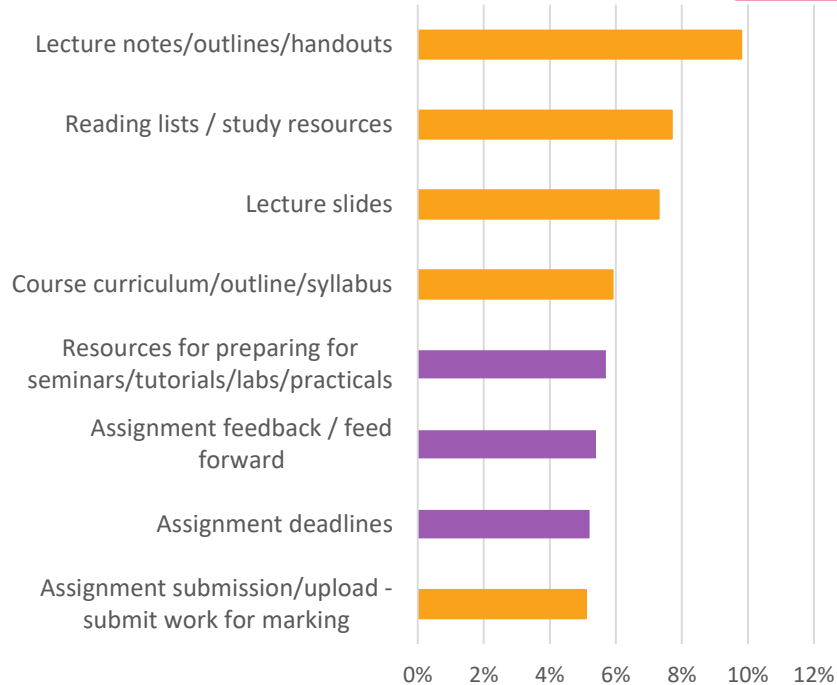
# Priorities of staff changed

## 3 out of 8 top tasks of staff changed



# Priorities of staff changed

## 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

***“.. 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]

***“....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]

# Students expected to find things in the same categories

## Students' groupings (pre-hybrid)

### Course materials

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### Assessment

### Course information

### Help and support

## Students' groupings (hybrid)

### Course materials

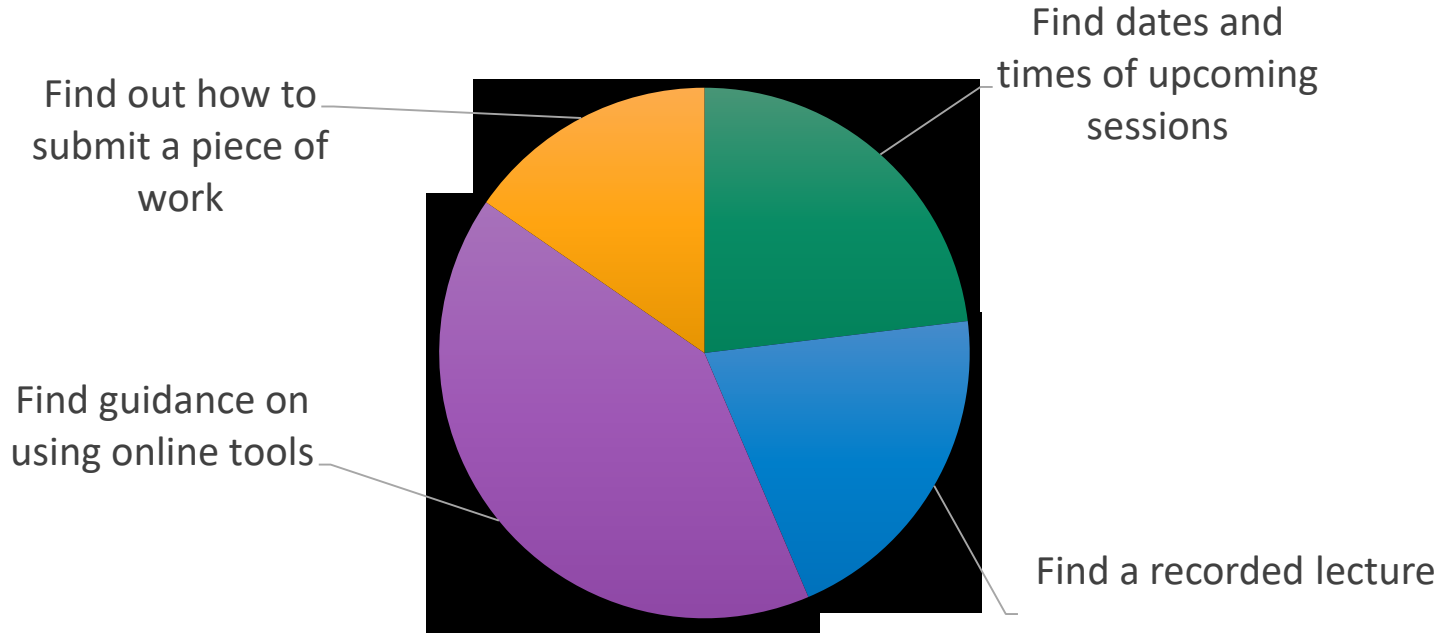
### Course information

### Help and support

### Assessment

# Students took several attempts to find information in Learn

## Attempts per task



# Students struggled to find online tools guidance

Course materials	
Lecture slides	
Lecture notes/outlines/handouts	
Lecture recordings	
Lectures (or live lectures)	
Virtual classroom/seminar (or live seminar)	
Video content (not lecture recordings)	
Video conference	
Resources for preparing for seminars/tutorials/labs/practicals	
Reading lists / study resources	
Learning outcomes for lectures	
Course information	
Course curriculum/outline/syllabus	
Workload and expectations for course	
Course handbook	
Programme handbook	
Class times	
Class locations	
Field trip information	
Course-related events	
Announcements	
Office hours	
Staff contact details	
Staff profiles	
Student rep information	
Staff Student Liaison Committee minutes	
Help using learning technology tools	
Help and support with my course	
Careers information	
Studio projects information	
Groupwork information	
Group sign-up	
Group assignment submission	
Assignment submission/upload	
Formative assessment	
Assignment feedback / feed forward	
Grades	
Assessment marking schemes / rubric	
Assignment deadlines	
Exam dates	
Past exam papers	
Exemplar coursework	
Assessment	

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?

## No

- Students' priorities remained the same
- Students expected to navigate Learn in the same way

## Yes

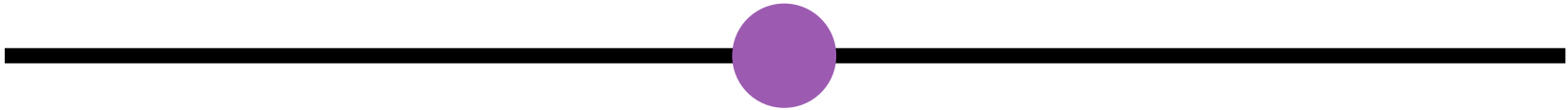
- Staff were using new tools within Learn
- Increased use of Announcements by staff
- More recorded material meant more content to be arranged within Learn
- Greater reliance on Learn for building community
- Engagement within Learn needed to be managed to be effective

# Hybrid is still evolving ...

Pre-hybrid

Hybrid

Post hybrid?





Thank you!  
Questions?