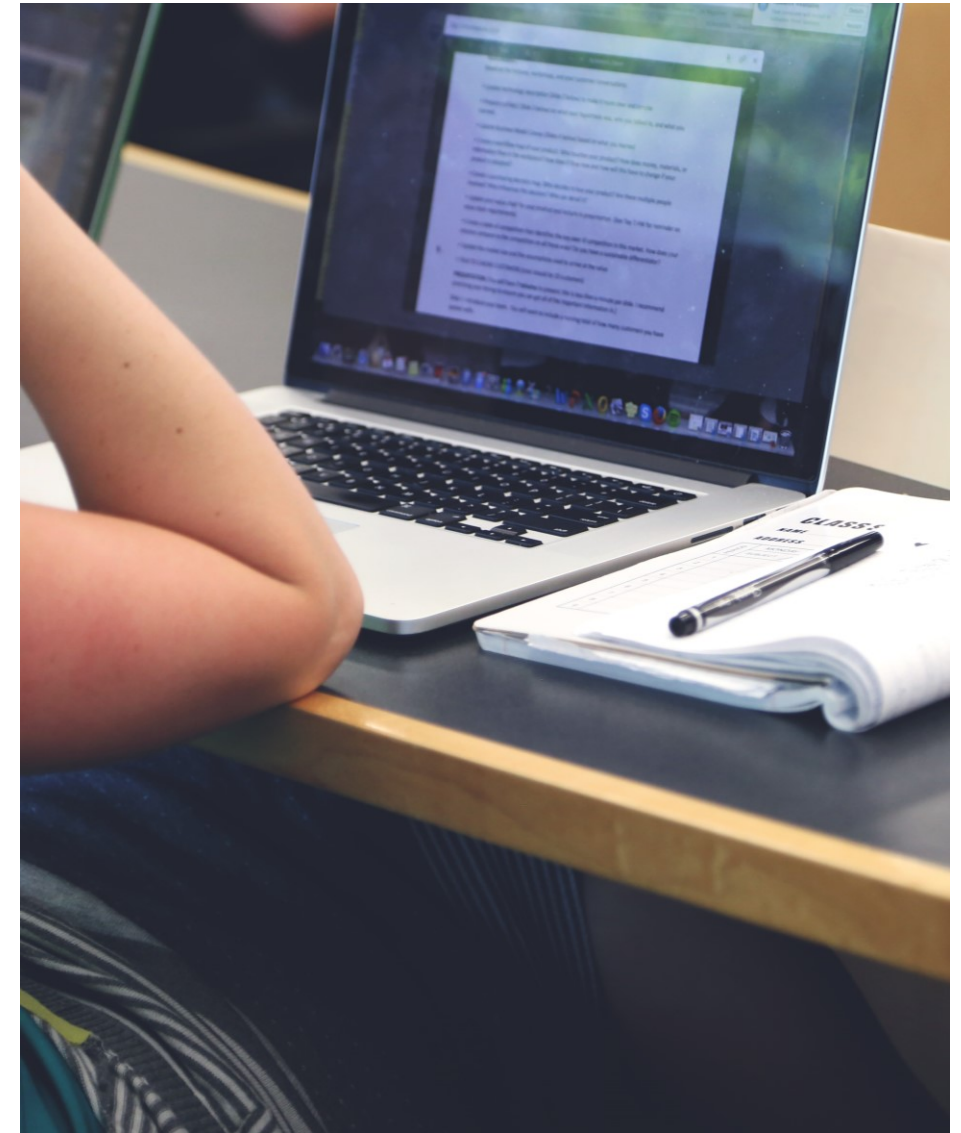


LLS Evaluation of online workshops

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The survey

- Students were surveyed to investigate the challenges and advantages of the sessions being online and the students' enjoyment of online workshops.
- An online survey was distributed to every student who attended an online workshop facilitated by Learning Development and Academic Librarians from October 2020 until December 2020 inclusive. In total 378 students responded to the survey.

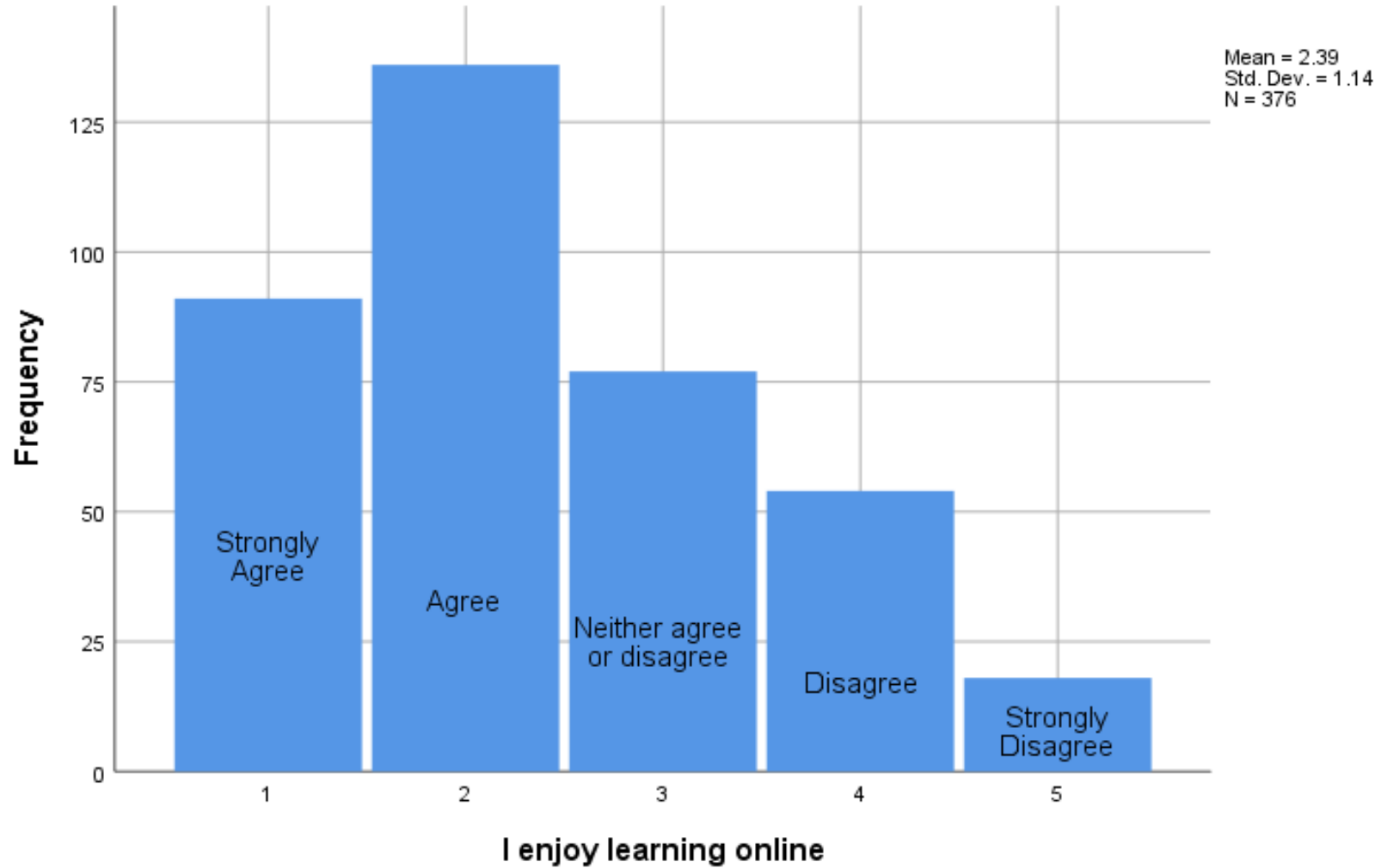
Guess the answers

What percentage of students said they liked online learning?

Guess the answers

What percentage of students said they disliked online learning?

Overview



What did the students like?

What did the students dislike?

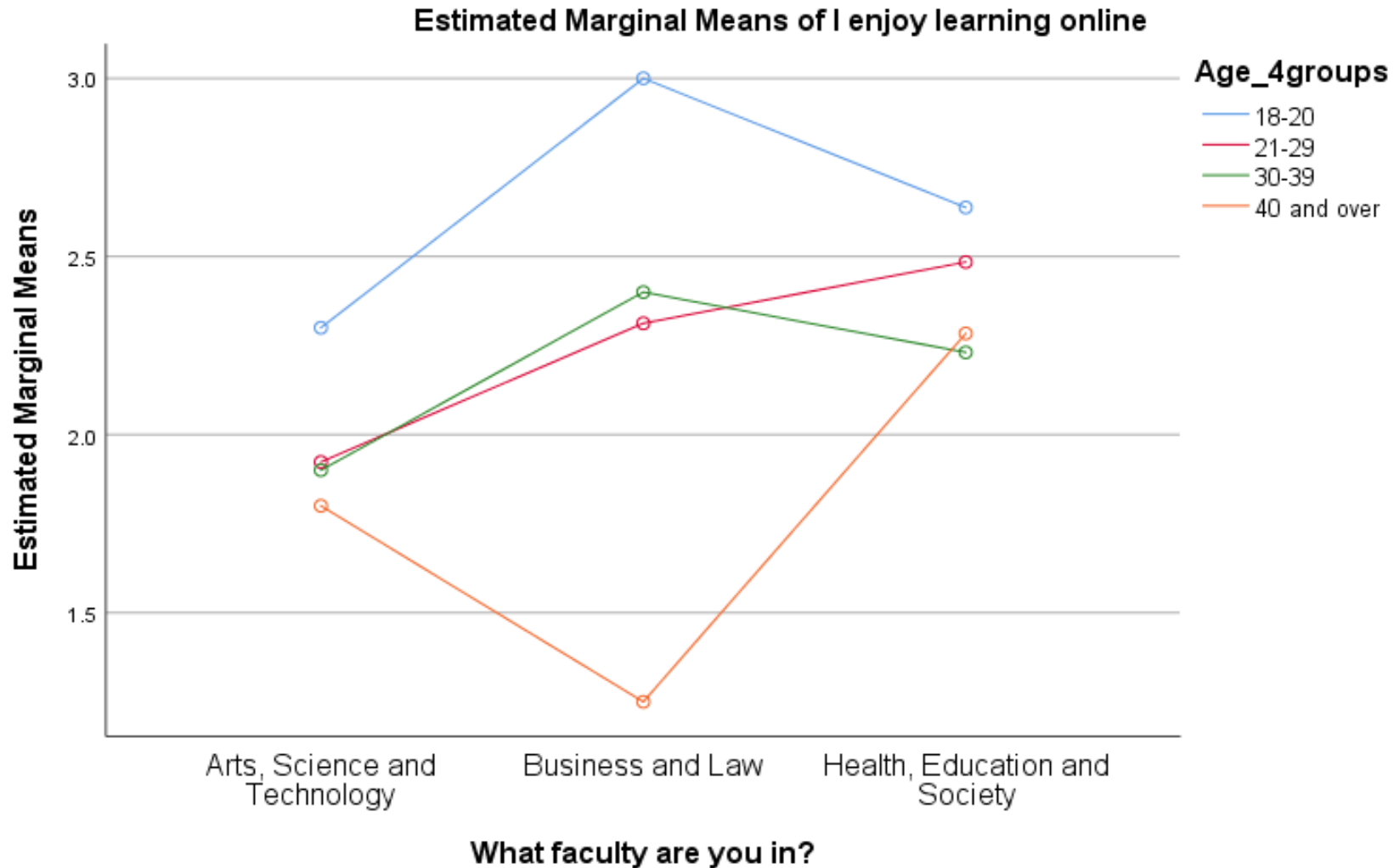
Advantages of online learning

- convenience: being at home saves time and/or money/no need to travel/physical comfort (43%)
- quality of learning experience: interactive/access links or other resources during session/fewer disruptions/could see ppt and hear more clearly (31%)
- affective factors: anonymity/less stressful to ask qus/better engagement/sense of community (13%)

Challenges of online learning

- technological issues: connection problems/problems with sound/unfamiliarity with software (45%)
- affective factors: impersonal/lack of focus/lack of community/more embarrassing asking qus (29%)
- poorer ability to communicate: couldn't get lecturers' attention/groupwork difficult as students don't speak/hard to gauge reaction to what you say (22%)

Older students were more positive than younger students



Why was this?

- 40-50% of students aged 30+ commented positively about the convenience. This compares with 15% of students aged 20 and under.
- Around 70% of the positive comments from students aged 30+ were around convenience. This reduces to 26% of students aged 20 and under.
- Students under 29 commented more on poor communication (32% vs 14%). Could this be linked to self-confidence?

What do you think?

1. Are our findings consistent with your own experiences and are you able to offer additional insight into the student voice reported in our findings?
2. How can you use our findings to inform your online pedagogy?

