

ONLINE LEARNING SURVEY

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AIMS

With this questionnaire, we aimed to accomplish the following:

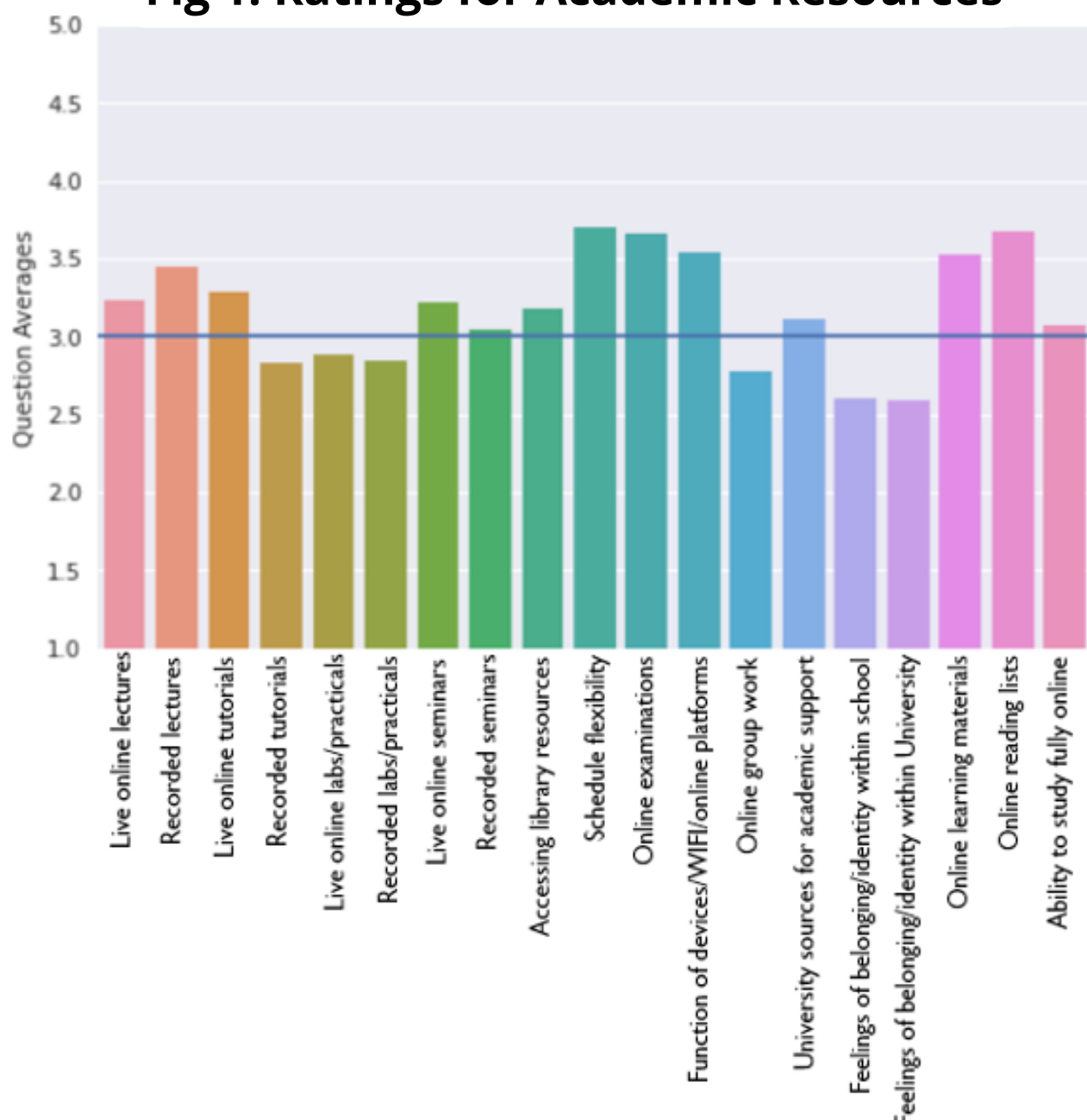
- Identify how students were affected by emergency online learning during Semester 2 of the 2020-2021 academic year
- Identify positive aspects of online learning, if any, to potentially keep going forward
- Identify cohorts affected by emergency online learning
- Make teaching and learning related recommendations to the University based on our findings

A summary of our findings is presented below.

ACADEMIC RESOURCES

Figure 1 shows student ratings for academic resources, on a scale from 1 (extremely dissatisfied) to 5 (extremely satisfied). Neutral is marked by the center blue line.

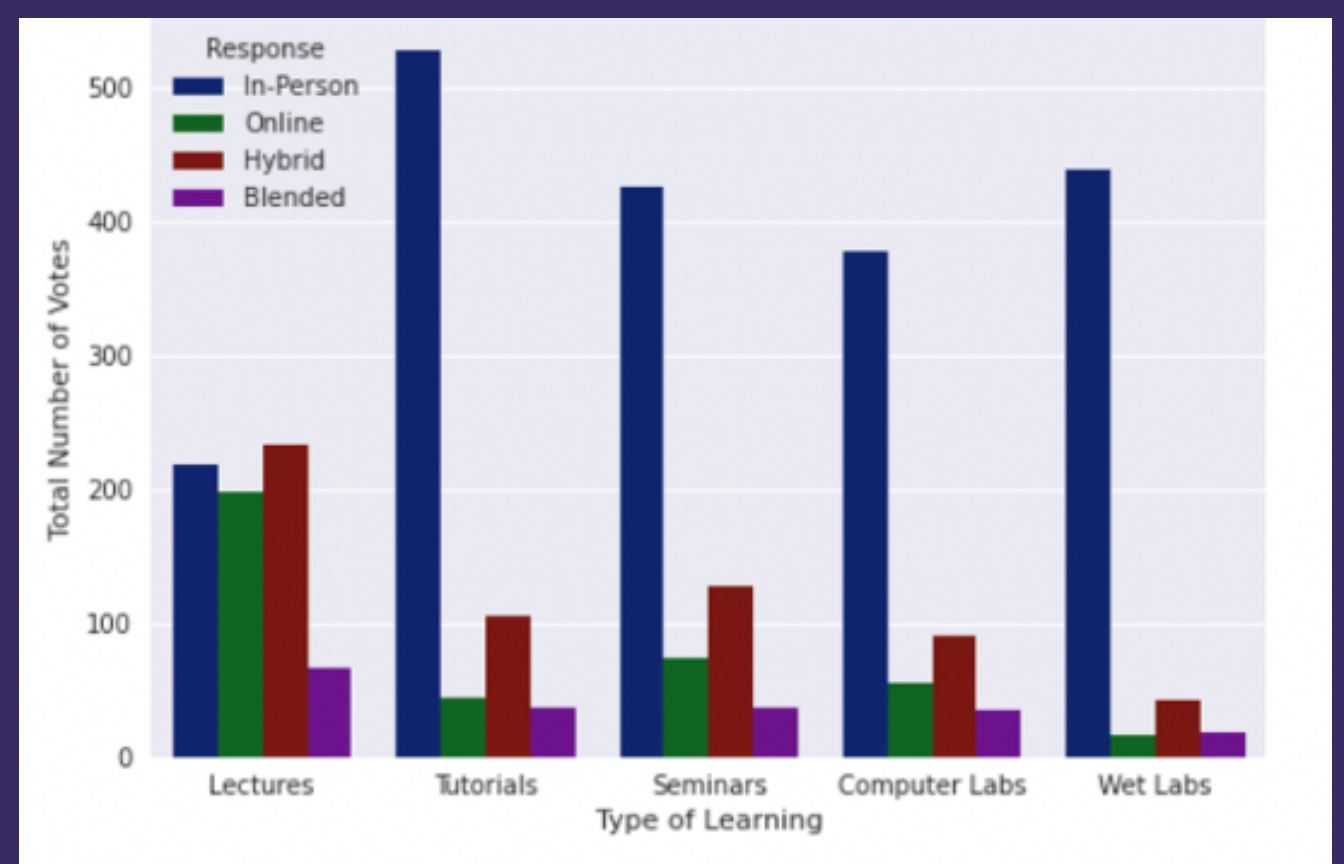
Fig 1: Ratings for Academic Resources



Key: 1 = Extremely Dissatisfied, 3 = Neutral, 5 = Extremely Satisfied

IDEAL LEARNING TYPE

Fig 2: Student Preference for Learning Type



In response to a question prompting students to identify their 'ideal learning environment,' students reported neutrality on the form of delivery for lectures, and a significant preference for in-person learning in all other categories (Figure 2).

This feedback helped the University decision to prioritize in-person returns for tutorials, seminars, and computer/wet labs for Semester 2 this year (2021-2022).



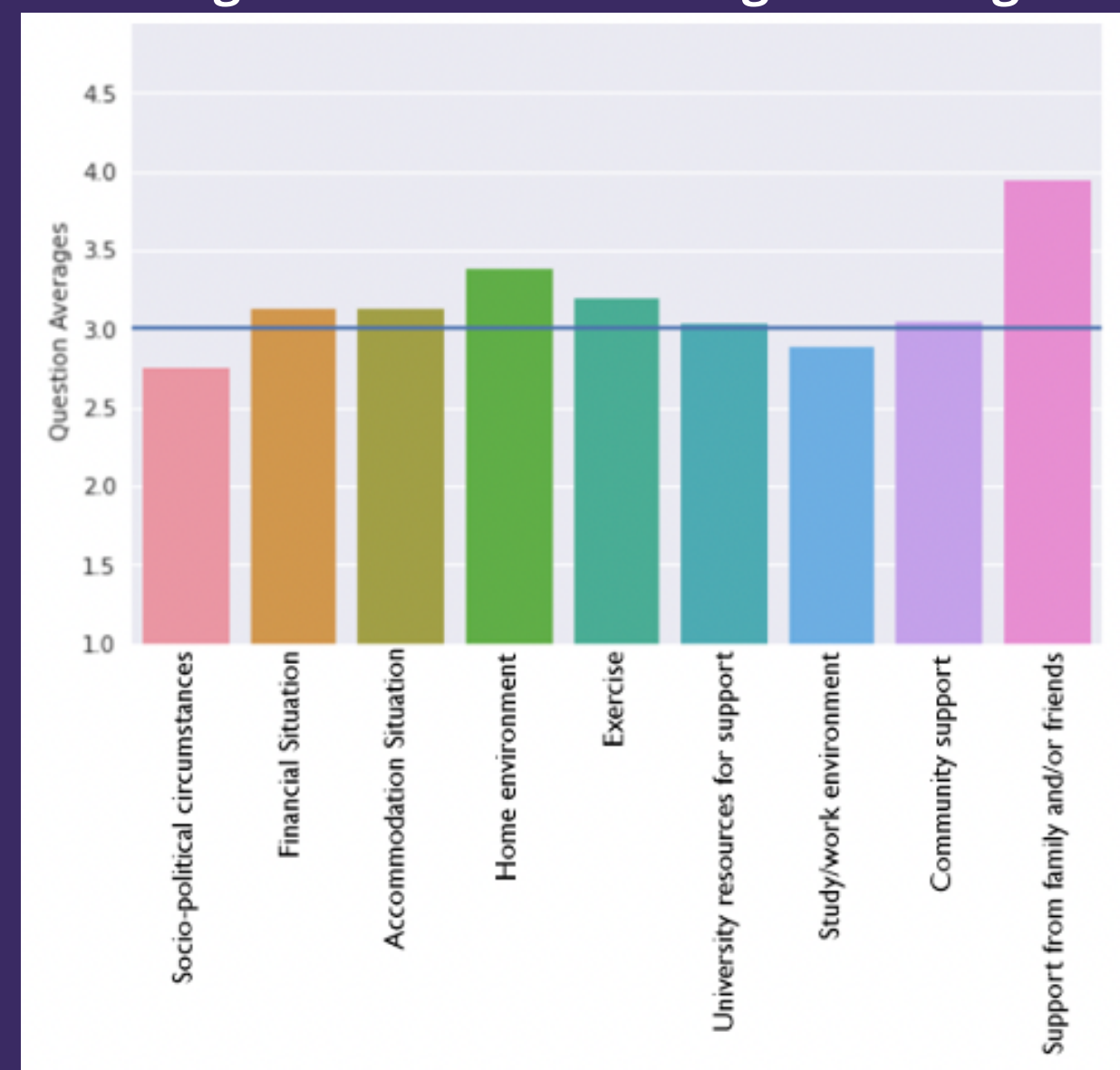
WELLBEING

Overall, student feelings of belonging within their School and the University scored lower than neutral (Figure 2). Based on this, our aim going forward will be to find factors that contribute to creating these positive feelings of belonging in our communities.

Our findings on student wellbeing showed that support from family/friends was the most important factor for maintaining wellbeing (Figure 3).



Fig 3: Factors Influencing Wellbeing



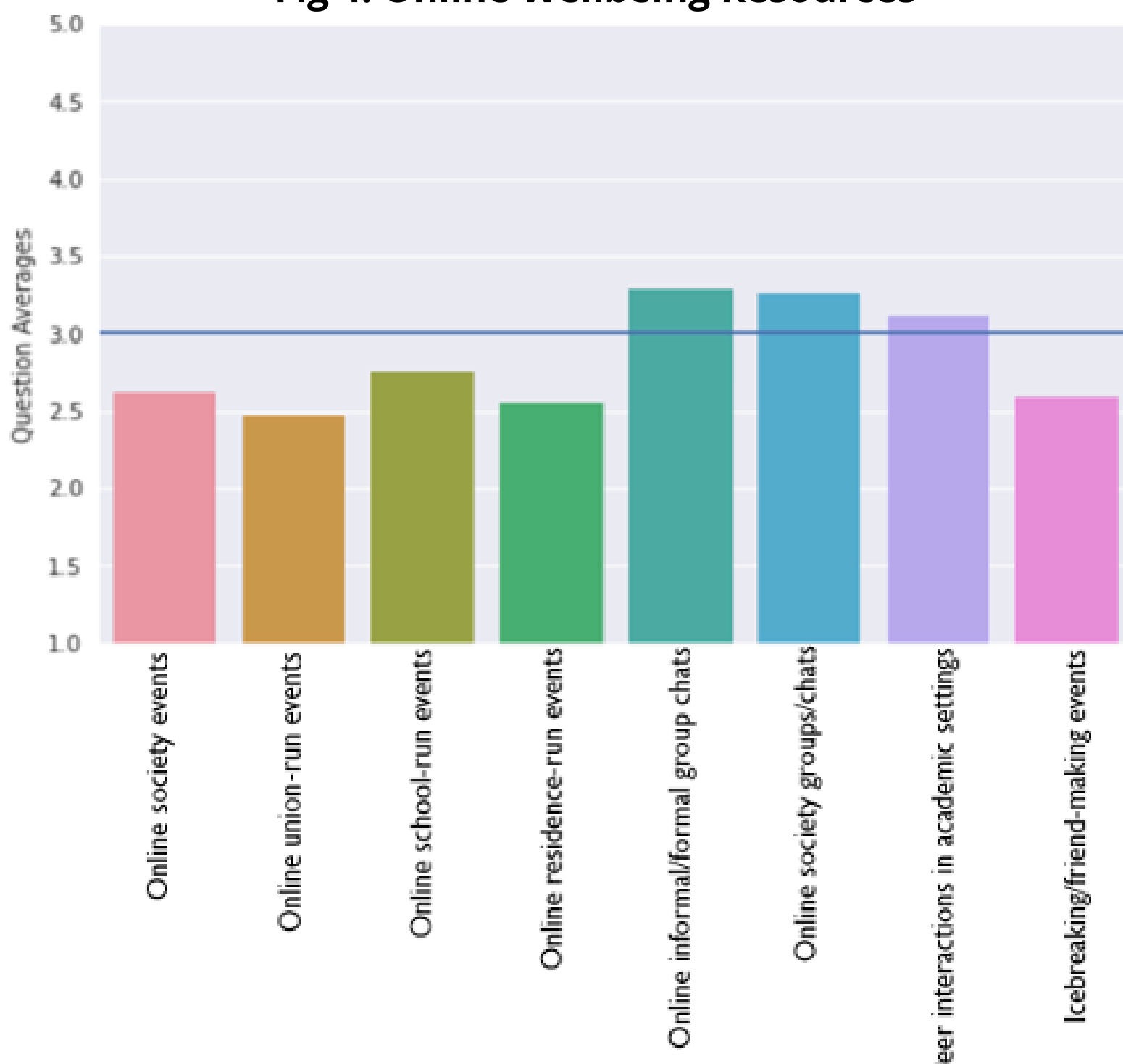
Likert Rating Scale Key:

1 = Extremely Negative, 3 = Neutral, 5 = Extremely Positive

WELLBEING RESOURCES

When investigating student experiences of online-only social events in Semester 2 (2020-2021) we found a general lack of satisfaction/dissatisfaction for online events, but neutral opinion regarding group chats and peer interactions (Figure 4).

Fig 4: Online Wellbeing Resources

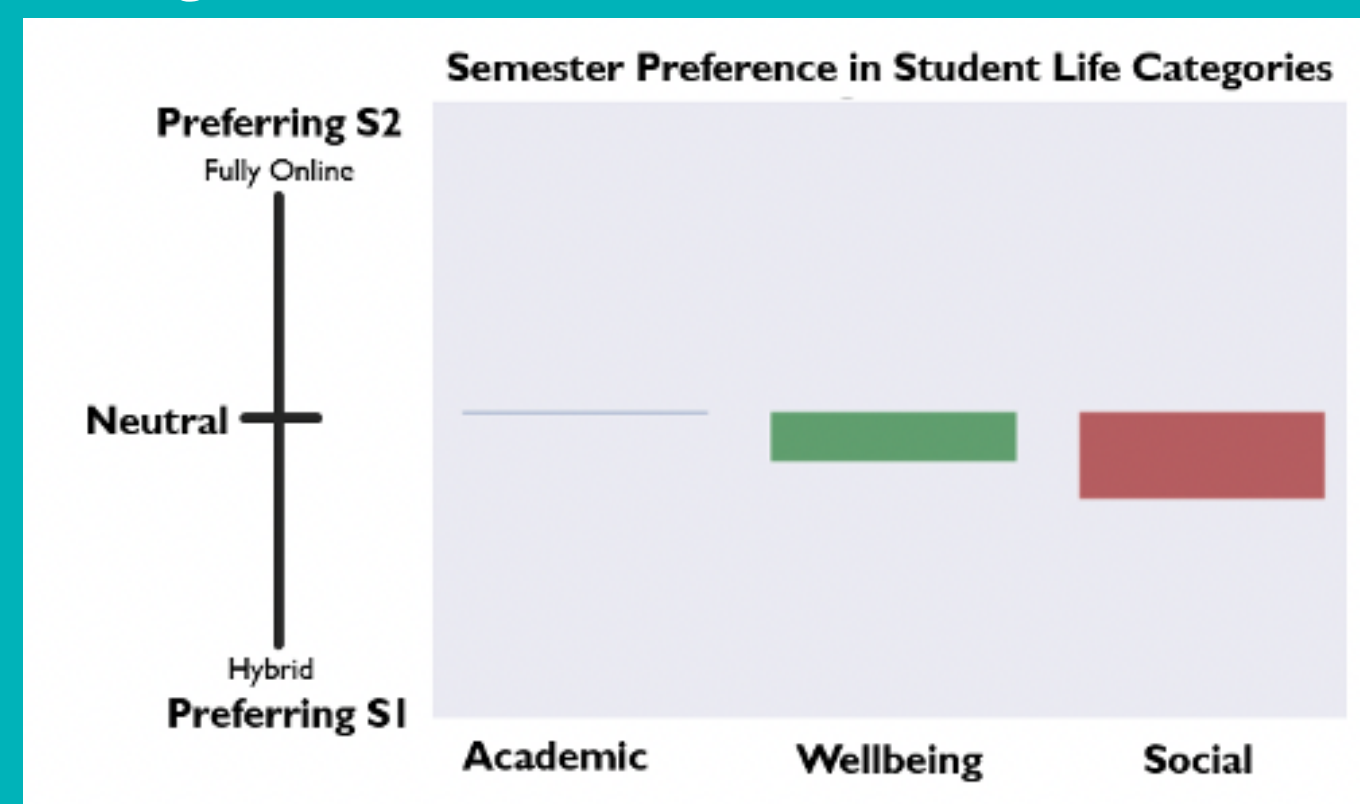


SEMESTER DIFFERENCES

Students were asked to rate their academic performance, wellbeing, and social experiences on a sliding scale from drastically better in Semester 1 (2020-2021), which had hybrid-style learning, to drastically better in Semester 2 (2020-2021), which had online-only learning.

Students reported no change in academic performance between the two semesters, and indicated a slight preference for the hybrid delivery of Semester 1 (2020-2021) in terms of their wellbeing and social experiences (Figure 5).

Fig 5: Semester Preference in Student Life



FURTHER IMPACT ON STUDENT LIFE

Fig 6 : Ratings for Formal/Informal Online Group Chats

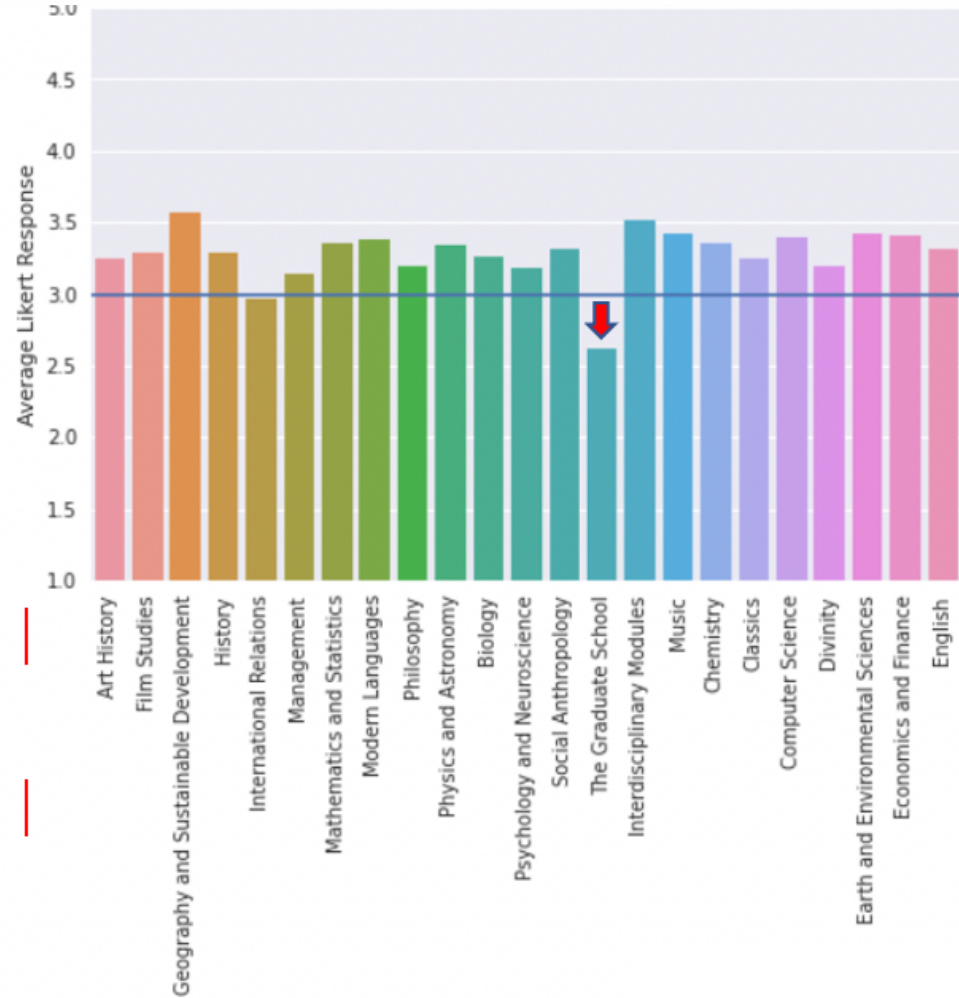


Fig 7 : Ratings for Online Society Groups/Chats

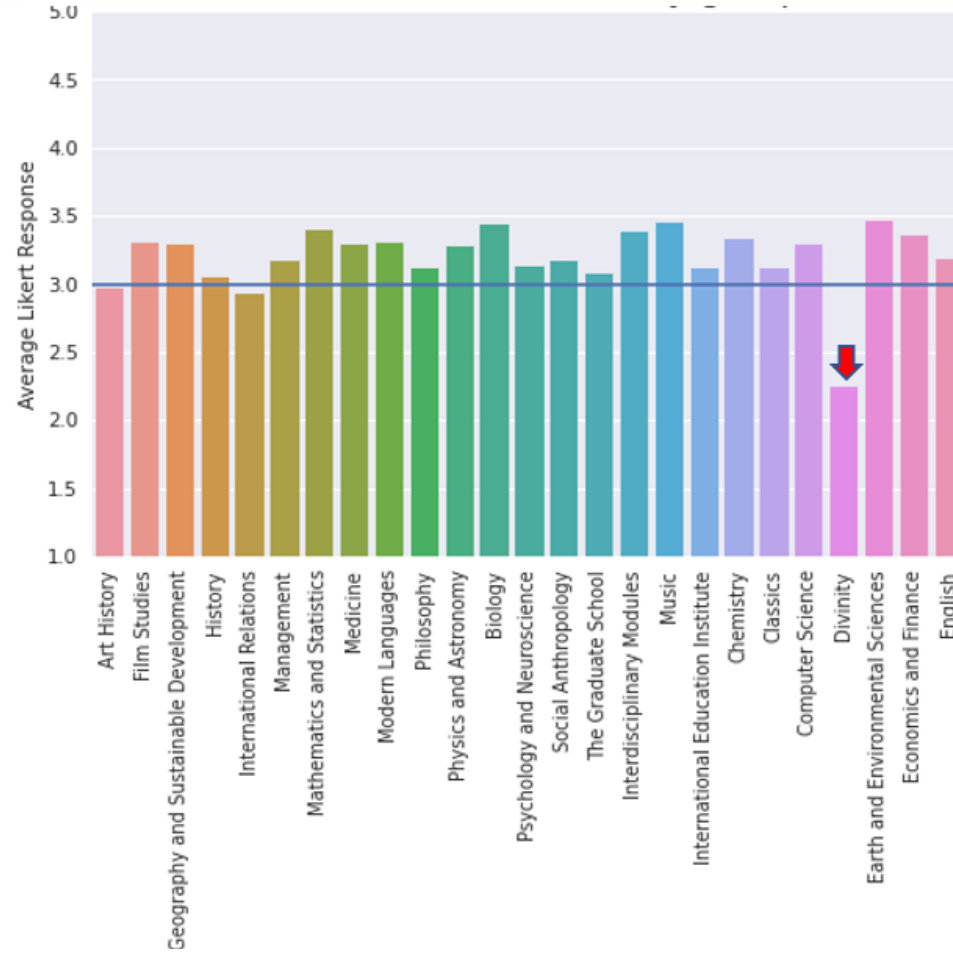
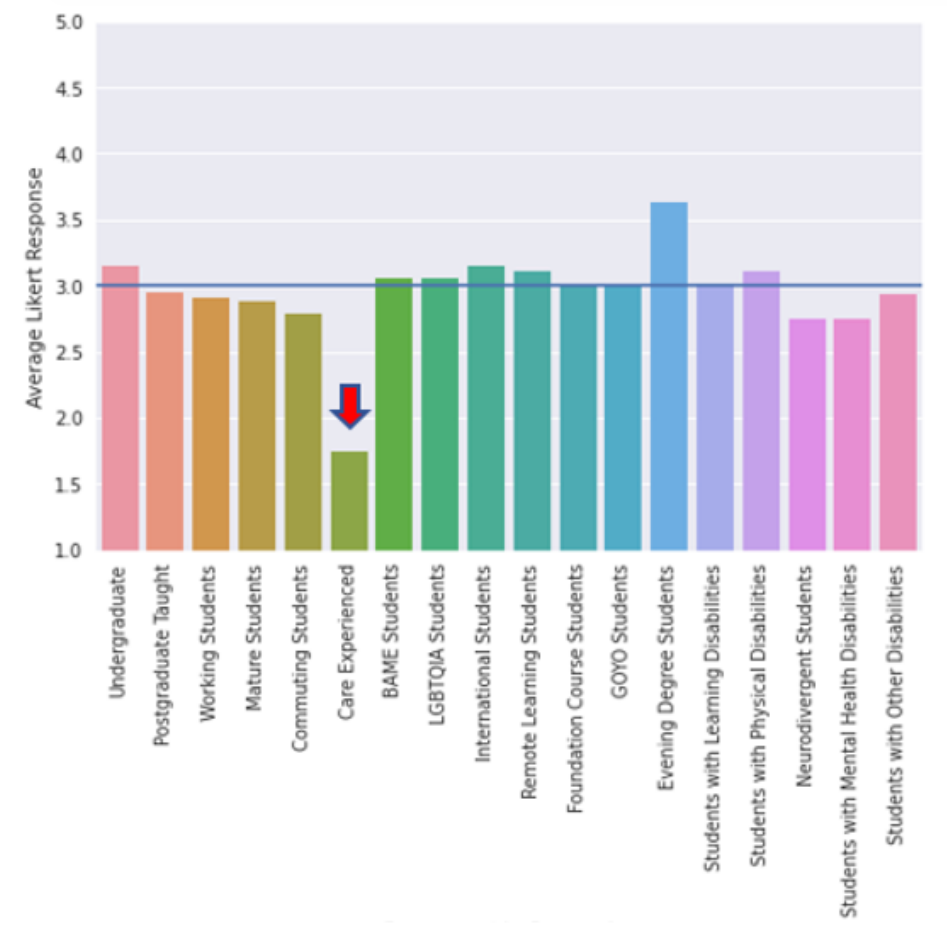


Fig 8 : Impact of Financial Situation on Wellbeing



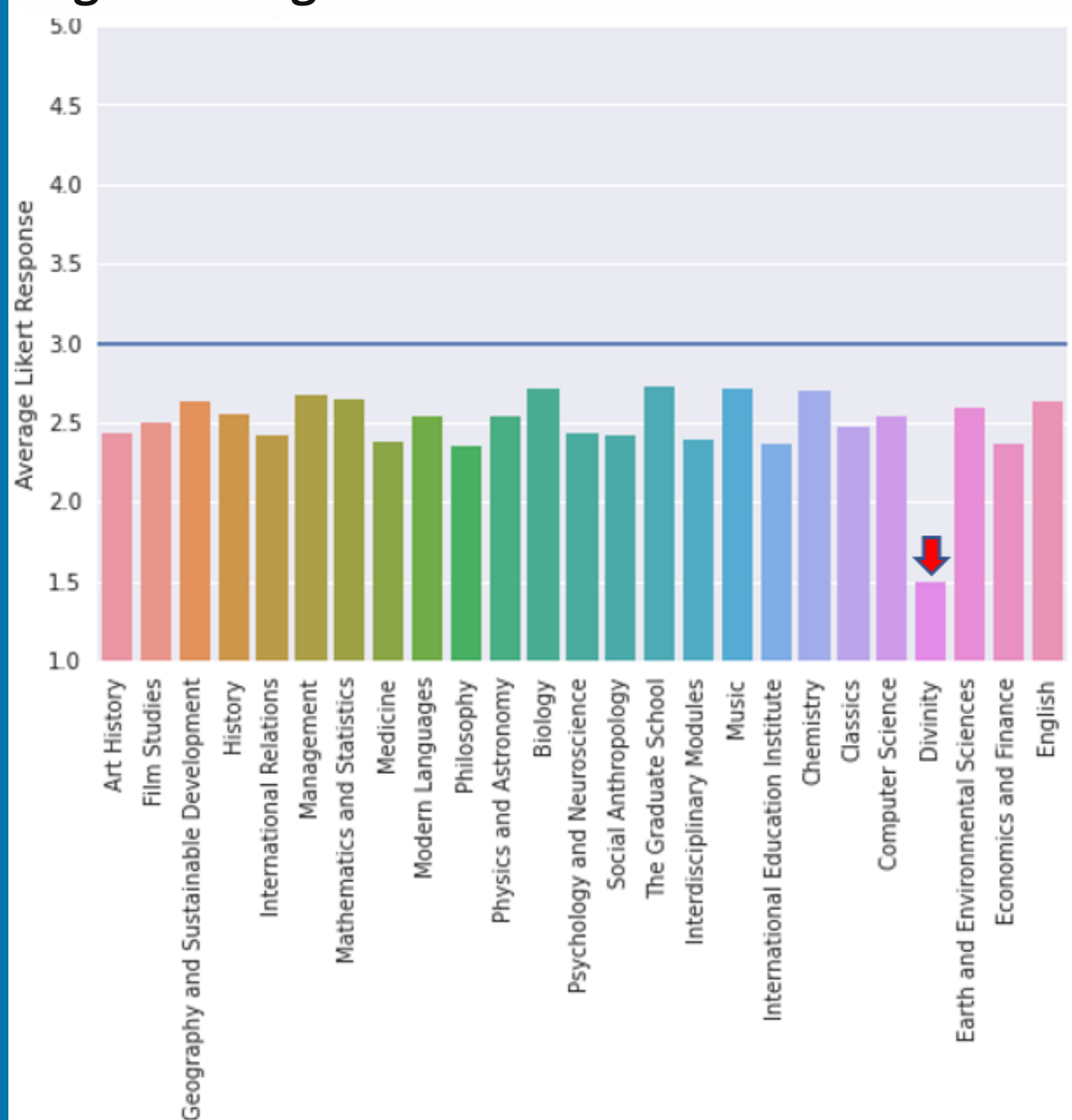
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RESIDENCE-RUN EVENTS

Students in the School of Divinity rated online society groups and chats (figure 7) and online residence-run events (figure 9) significantly lower than students in other Schools.

Recommendations to the Student Union to provide society and residence event-planners with a list of inclusive event ideas will be made.

Fig 9 : Ratings for Online Residence Run Events



POSITIVE ASPECTS TO KEEP

The qualitative data, taken from our focus groups and free-text response questions, showed substantial support for the continuation of recorded lectures going forward.

AFFECTED COHORTS

Care-experienced students reported significantly lower responses for the impact of their financial situation on their wellbeing (figure 8). Recommendations to offer increased financial support options for this cohort will be made. Students in the Graduate School rated formal/informal group chats lower than other cohorts (figure 6).

GOING FORWARD...

- The aforementioned recommendations will be made to the University and the Students' Association
- We will continue to advise the University about teaching and learning practices based on our findings
- A second questionnaire will help account for changing student feedback in recent semesters with a focus on the impact of hybrid learning on student life in Semester 1 of the 2021-2022 academic year.
- With this new questionnaire, we hope to elaborate on our original aims and expand them to include relevant changes to the current learning environment in St Andrews.

A massive thank you to everyone who participated in our first questionnaire and keep an eye out for our upcoming one!