

Understanding the student experience. Establishing and developing student voice for distance education students.

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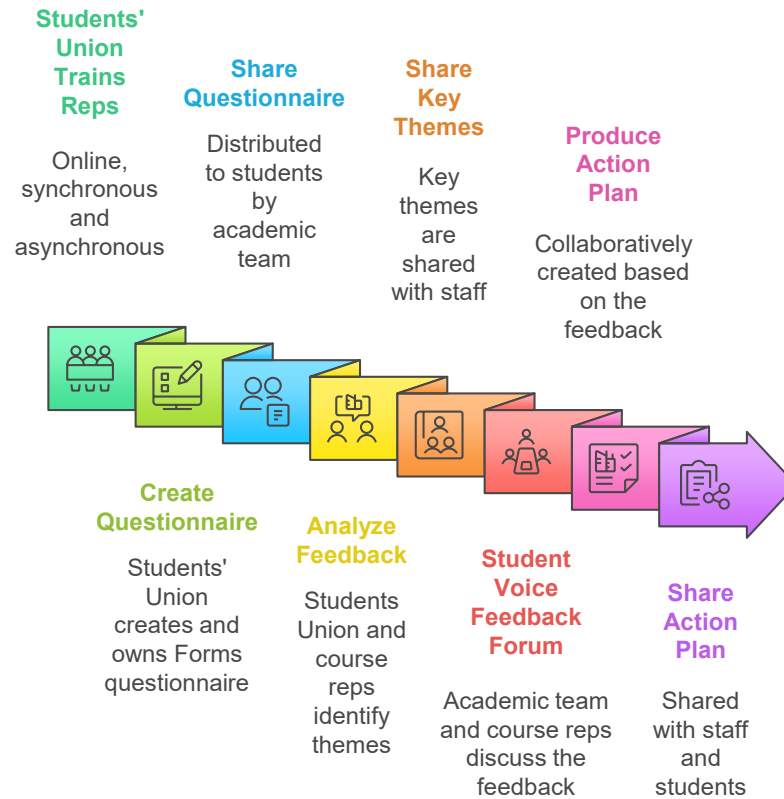


**University of
Sunderland**

Me

- Senior Lecturer in Professional Development and International Education at the University of Sunderland
- Programme Leader for MA Education (on campus and distance education). Previously led PGCE Education (distance education).
- Worked in education for 20 years and a recent career changer into academia
- Interest in student voice and sense of belonging as part of my Professional Doctorate research

Student Voice at Distance



Course changes due to student voice

- Trainees are now given earlier feedback on their teaching from UoS staff on PGCE Education. This has changed after the last round of student voice feedback
- Reduced requirement for lesson planning evidence
- Increased flexibility for accessing subject specialist sessions (PGCE iQTS only)
- Reduced academic content on practice and theory module.
- Completing second school experience (PGCE iQTS only) at any point in the year
- Adapting frequency of seminars in semester two (PGCE Education)

How?

Step One. Questionnaire co-creation

Step Two. Thematic analysis using Clarke and Braun's (2006) six steps to help inform semi-structured interview questions

Step Three. Semi structured interviews

Step Four. Thematic analysis using Clarke and Braun's (2006). Use findings as a basis for creating student voice feedback for distance education students.

Outcome. Structure for student voice feedback to be used across distance education modules

Questionnaire creation

- Co-creation with DE students
- Rovai (2002b) Classroom Community Scale. Sample of connectedness and learning questions).
- Open questions moved to interviews
- Student Voice preference as ranking. Six options: 1. Online discussion board dedicated to feedback, 2. Written feedback submitted via email, 3. Verbal feedback via Teams, 4. Feedback via a course representative, 5. Online survey (multiple choice, Likert scale), or 6. A combination of these methods
- Trailed questionnaire with feedback from TEL team, former DE student working in software development and member of University Ethics Committee

Questionnaire reach

- All students studying at distance
- 305 responses from 61 different countries
- Ten areas of study including: teacher training, Law, Nursing, Business, Computing, Psychology and Engineering
- 166 interested in being interviewed

Initial Analysis

- Online survey and written feedback via email were the most popular choices by quite a margin.
- It is worth noting that feedback via a course rep was particularly unpopular. 1st choice for 9 (the lowest 1st choice for the 6 options given) and 11 had it as second choice (also the lowest 2nd choice option). Put most commonly as 4th,5th,6th choice.

Student Voice

- How do you use student voice for distance education students where you are?
- Does this differ to how you use student voice for on campus students?
- Does the Students' Union (or equivalent) have a role in student voice?
- How do you then use feedback? Examples of success with this?
- How do you use or could technology be used to enhance student voice for DE students?
- How do you see student voice evolving in the future as distance education expands?

Connect



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