What are students learning and studying approaches during COVID-19?

Preliminary results of student questionnaire

Session 2: FIG Commission 7 Annual Meeting

Commission 2 Webinar: Blended learning: lessons from our responses to COVID:19

October 20-22

Online Annual Meeting

International Federation of Surveyors
Fédération Internationale des Géomètres
Internationale Vereinigung der Vermessungsingenieure

Commission 2 – Professional Education

YSN/Commission 2 WG2.3 questionnaire

- **David Mitchell**, Australia
- **Mohsen Kalantari**, Australia
- **Chethna Ben**, Fiji
- **Franka Grubisic**, Croatia
- **Mudit Kapoor**, India

27% said they were interested in online study

81% said they were interested in face-to-face study

- QS International Student Survey
- 77,000 individual responses from prospective international students globally

ETL Learning and Studying Questionnaire

Enhancing Teaching-Learning environments in Undergraduate Courses

UK Economic and Social Research Council

Builds on the research by Prof Entwistle (University of Edinburgh)

Economic and Social Research Council
Teaching and Learning Research Programme
Enhancing Teaching-Learning Environments in Undergraduate Courses

ETL project

Learning and Studying Questionnaire

Introduction to the Project

The ESRC Teaching and Learning Research Programme is a nation-wide initiative designed to provide a more effective research base to help staff to enhance the teaching they provide for students. Our project is the only one at university level, and we are investigating how students learn with differing kinds of teaching and support. We shall be looking at students' approaches to learning and studying in five contrasting subject areas in some 30 course settings across Britain. We shall also be asking students about their experiences on a particular course unit and about the kinds of knowledge and skills they feel they have developed. Staff will also be working with us on the project, and the overall results for the class (not for individuals) will be fed back to the staff to allow them to develop the course unit further. Bringing together findings from all the different course unit settings is intended to produce a general picture of the ways in which research can inform teaching. We hope that you will be prepared to join in this important study by completing this questionnaire and another one later on in the course unit, and that some of you will also be ready to talk to us about your experiences in higher education. If you want to find out more about the study, you can look at the web site at http://www.ed.ac.uk/etl

1. What do you expect to get from the experience of higher education? 10 questions.
2. Reasons for taking this particular course unit or module. 9 Questions.
3. Approaches to learning and studying. 36 Questions.

We also added questions on the *Preferred Learning Mode,* and *What other online learning tools do you use regularly*?

Comparisons across countries and regions

Across different religions?

Across different languages?

Gender

Female   Male
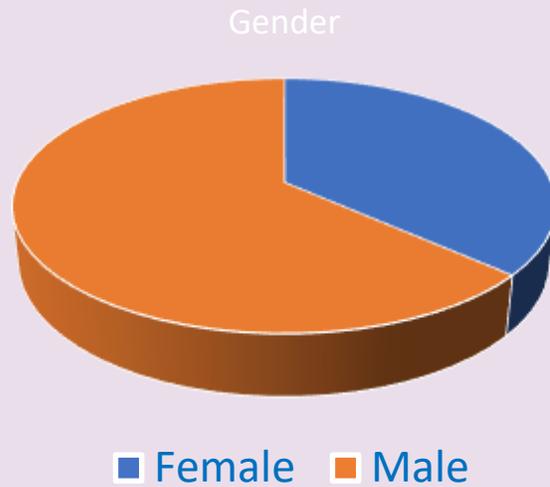
Indonesia
Sleman
India Netherlands
USA
Australia
Uganda   Fiji
Romania
Nigeria   South Africa
Canada

50 Respondents so far - gender and country

Preferred Learning Mode

Preferred Learning Mode
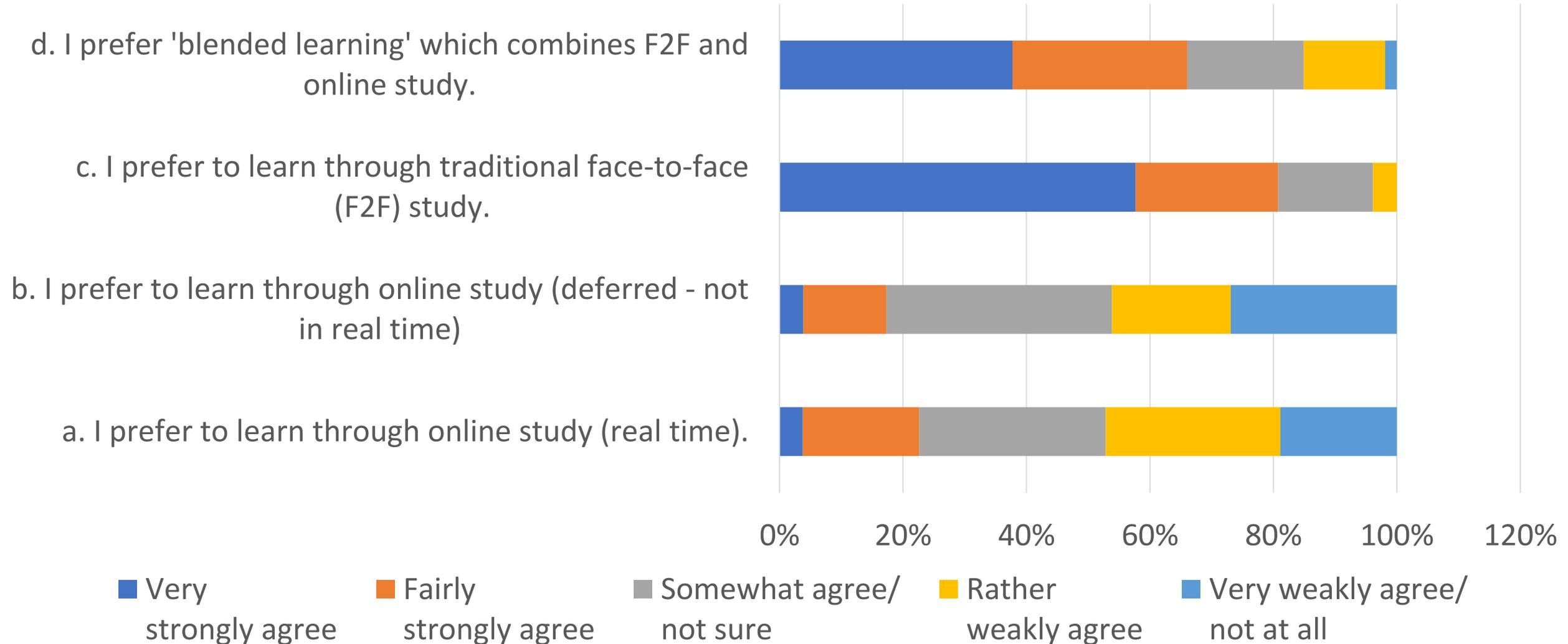
Preferred Learning Mode

Class activities

h. I am comfortable having online discussions with other students.

g. I prefer online discussion boards to classroom discussion.

f. I like participating in the discussions in the classroom.

e. I learn better if I am doing an activity in class.

0%   20%   40%   60%   80%   100%   120%
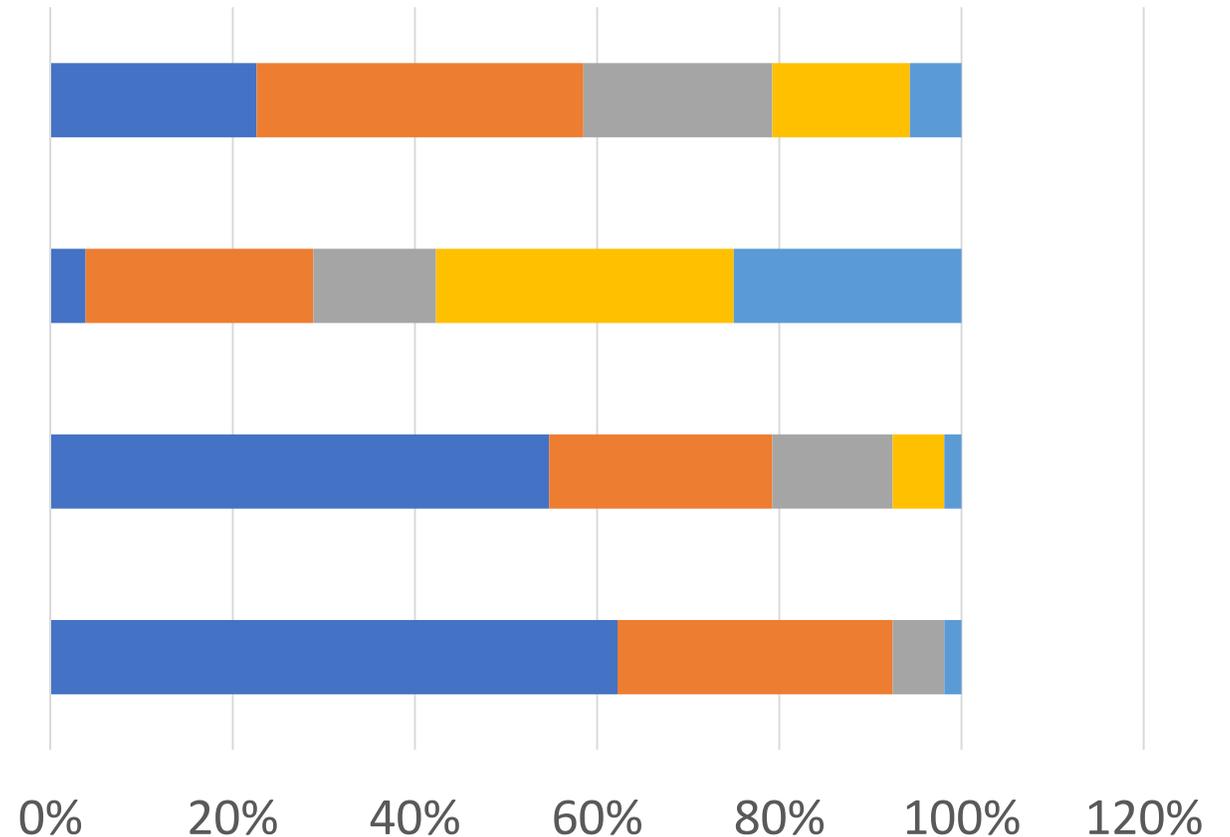
- Very strongly agree
- Fairly strongly agree
- Somewhat agree/ not sure
- Rather weakly agree
- Very weakly agree/ not at all

Preferred Learning Mode

Accessing learning materials

What other online learning tools do you regularly use?

Many informal resources used.
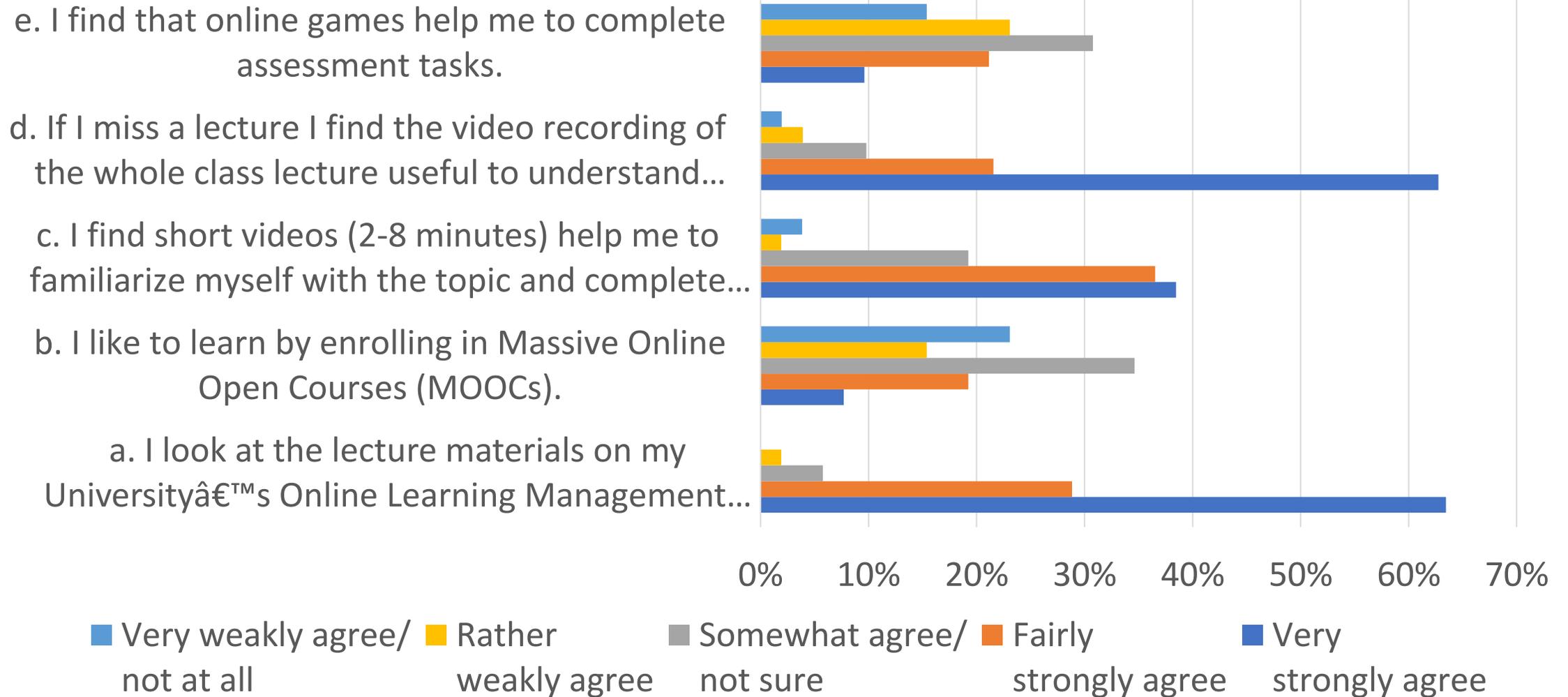
Approaches to learning and studying

Top 5 Agree

28. Whatever I'm working on, I generally push myself to make a good job of it.

7. I try really hard to do just as well as I possibly can.

6. I try to make sense of things by linking them to what I know already.

27. In making sense of new ideas, I often relate them to practical or real-life contexts.

36. I pay careful attention to any advice or feedback I'm given, and try to improve my understanding.
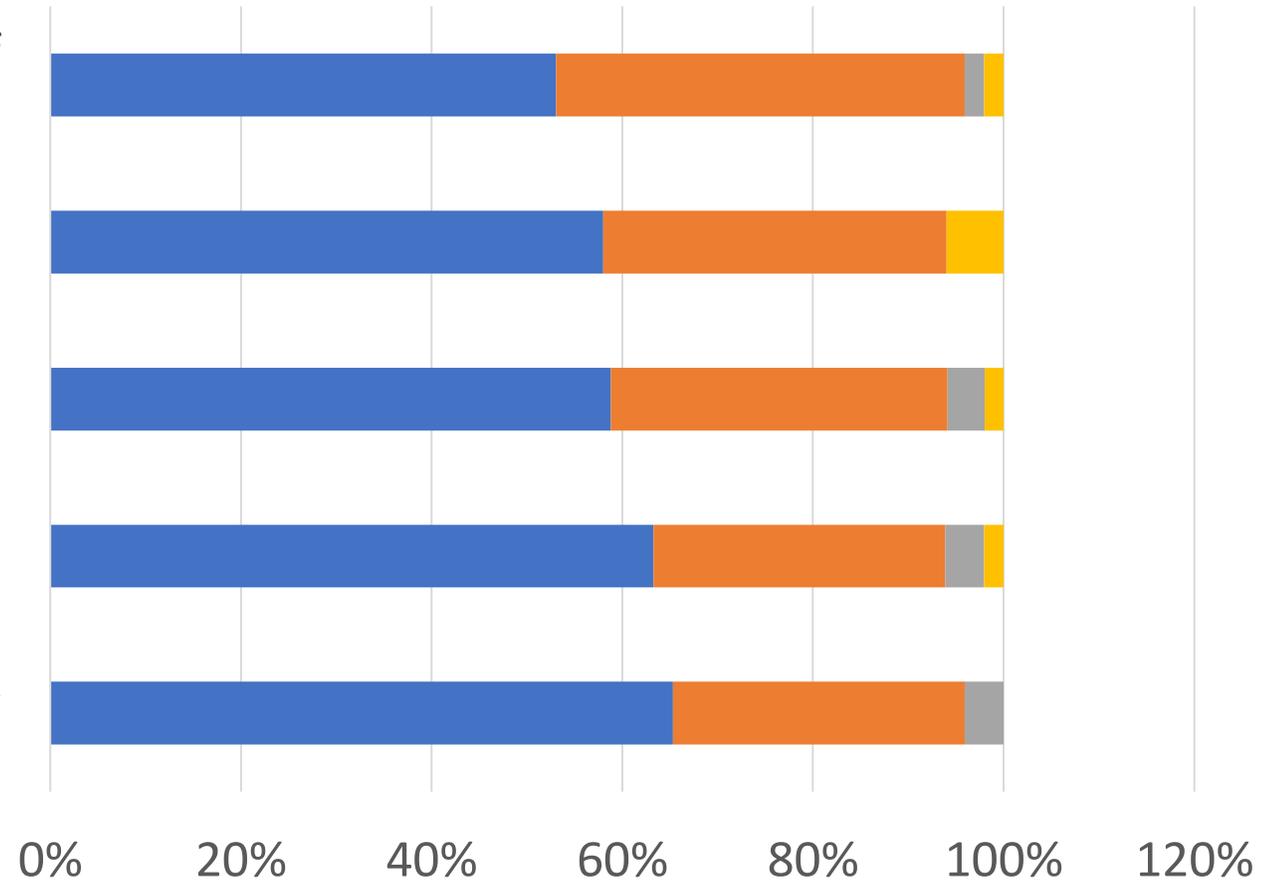
■ agree ■ agree somewhat ■ not sure ■ disagree somewhat ■ disagree

Approaches to learning and studying – diversity of responses

Top 5 Disagree

20. Concentration is not usually a problem for me, unless I'm really tired.

29. I don't think through topics for myself, I just rely on what we're taught.

30. When I find something boring, I can usually force myself to keep focused.

21. Much of what I've learned seems no more than lots of unrelated bits and pieces in my mind.

19. I'm just going through the motions of studying without seeing where I'm going.

Legend: agree | agree somewhat | not sure | disagree somewhat | disagree

So, what do these results mean in terms of the 3 questions?

When does online learning work best?

What activities need to be face-to--face?

How do we "blend" using the best of online and face-to-face?

How do we "blend" using the best of online and face-to-face?

Australia International Student Survey 2019

Reasons to consider online study

Reason	Value
Flexibility	76
Can study while working	74
Convenience	74
Cost	66
Access to materials online	57
Don't need to relocate	41
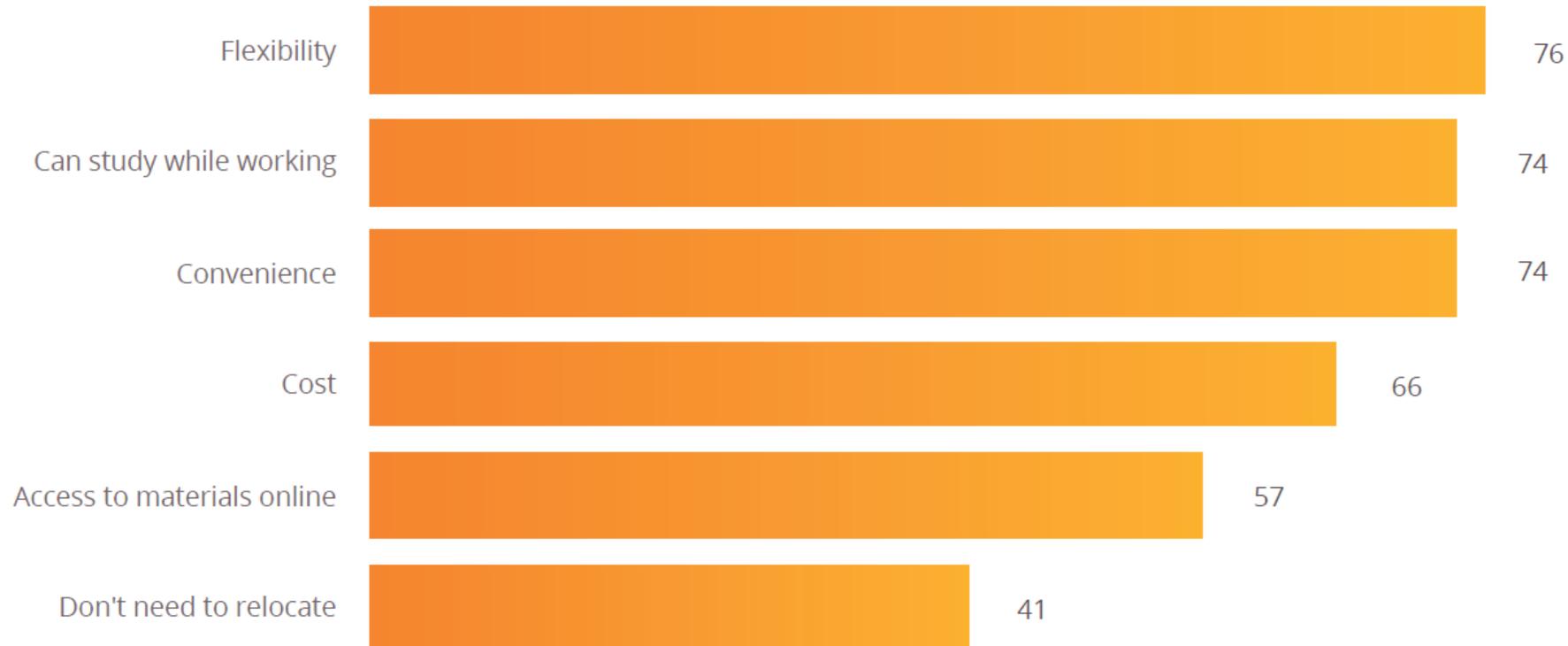
How do we "blend" using the best of online and face-to-face?

Reasons not to consider online study

Want access to university facilities	81
Want to meet other students	75
Want to live overseas	68
Need structure and scheduled eduled	64
Online study would be isolating	58
Concerns about online teaching quality	57
Value for money	29