



Online Education Staff Survey – Results and Analysis

Date: June 2022

Prepared by: Dr Salman Usman, Lecturer in Higher Education Practice and Development, Centre for Innovation and Development in Education

Acknowledgement: Thank you to Mohima Begum, Dr Luke Woodham, Sally Mitchell, Dr Baba Sheba, and Dr Dave Arnold for their contribution to this report.

Executive summary

This academic year St George's has continued to run significant parts of our teaching online. The Centre for Innovation and Development and the Centre for Technology in Education put together a staff survey on online education to elicit and understand staff experience of online teaching and assessments over the last academic year, their preferences for the future, and their preparedness for online aspects of education. A parallel survey for students was also run concurrently. This report outlines the results of the staff survey, through quantitative and qualitative analysis.

This report, along with the results of the student survey, will be discussed with staff and programme teams in workshops, and there will be consultation with students in a separate workshop to help colleagues interpret the results. All of these responses and feedback will be incorporated into the development of a co-created Blended Education Framework.

Key highlights

Positives of online education and assessments in green font and areas of improvement in red.

- The number of staff completing the survey was 80.
- Although there were no responses from staff with primary teaching responsibilities on a number of programmes, some survey respondents said they taught on programmes other than their primary programme. When this is considered, there is no SGUL programme on which a survey respondent does not teach.
- 80% of the survey respondents either strongly agree or agree that online aspects of education they have been responsible for this academic year have 'worked well'.
- Educational approaches that facilitate **blended learning** were found most beneficial to teaching practice. These include **asynchronous delivery**, **chunked lectures**, and **flipped classroom**. **Online lectures**, approaches or tools that facilitate **concept checks** (e.g., **quizzes**, **polling tools** such as Mentimeter) and **collaboration** (e.g., **breakout rooms**, **Miro**) are also noteworthy mentions.
 - Respondents perceive benefits of online education in terms of approaches to online education (e.g., asynchronous delivery) as well as educational technology tools that facilitate delivery of these approaches (e.g., Canvas, Panopto).
- **Engagement and interactivity** are the joint top reasons aspects of online education were found beneficial to teaching practice. These are followed by **flexibility**, **efficiency**, **reusability of content/material**, and **technology usability**.
- **Enquiry and discussion-based activities** were the aspect of online education that most respondents found less beneficial to teaching practice.

- The top reasons aspects of/approaches to online teaching were found less beneficial to teaching practice are **low student engagement** and **not able to see students/cameras switched off**. Other notable reasons include **challenging to gauge how teaching is being received by students**, **technology-related issues**, and **low interactivity**.
- Top three activities respondents consider most useful to their students' learning and engagement are **synchronous (live) small group on-campus discussions or activities**, **synchronous (live) large group on-campus teaching (45 minutes or more)**, and **pre-recorded lectures chunked into shorter sections**. **Set reading and watching e.g., video clips** and **self-sourced reading and watching**, were considered least beneficial to students' learning and engagement.
 - Educational activities appeared to work best by complementing each other, so value of activities not ranked higher by respondents should not be discounted.
- **Ease of creating/delivering online assessments** was the most reported positive of designing/creating online assessments. Other notable positive experiences reported include **easier to store/no need to carry scripts**, **prompting assessment review/rethink**, **on campus summative assessments**, and **not having to commute to campus**.
- **Increased risk of academic misconduct** was the top negative aspect of designing/conducting assessments online followed by **technology-related issues**, **increased workload**, and **lack of technical support**.
 - A number of the negatives reported of online assessments can potentially be addressed by university's intent to move to on campus online exams.
- **Easy to mark/provide feedback** was the most common theme emerging from positives of providing feedback. Other common themes include the **legibility of student work or tutor feedback** and **efficiency**.
- **Challenging to elicit students' response to feedback** was the most common theme for negative experiences of providing assessment feedback online. Other common themes include **technology-related issues**, **increased workload**, and **written feedback not an adequate alternative to synchronous verbal feedback**.
- Results reveal a number of contradictory views and trends. Key examples:
 - Engagement and interactivity reported as top benefits of online teaching and low engagement and low interactivity reported as one of the top challenges of online teaching.
 - Online teaching resulting in higher attendance in some instances and lower attendance in others.

- Varied experience of respondents to the same educational activity e.g., synchronous (live) large group online teaching (45 minutes or more) reported to be favourable due to interactivity and unfavourable due to lack of interactivity.
- Technical support cited as a positive, and lack of technical support cited as a negative of online assessment.
 - Case studies of favourable experiences of online teaching, assessments and feedback can potentially help address the challenges reported by those with less favourable experiences.
- Results identify specific technology-related issues that merit investigation, with fixes introduced and/or workarounds developed and disseminated effectively to staff.
- The **E-portfolio** tool tops the list of tools/activities that respondents either have no confidence in, or are not aware of, followed closely by **the use of accessibility checker in Canvas** and **creating reading list for Canvas module using My Reading List**. Other tools that significant number of respondents have either no confidence in using, or are not aware of include using **MS Teams for 'hybrid' teaching**, **creating rubrics in Canvas**, **creating quizzes in Canvas**, and **Canvas discussion boards**.
- Top requirements for professional development indicated by respondents: How to promote engagement in online settings, designing and delivering effective hybrid teaching, using technology to deliver and enhance teaching that promotes on-campus interactivity in f2f settings, and diversifying assessments
 - Staff development provision and support will be reviewed in light of requirements specified by respondents.

Table of contents

The contents of the table below are clickable.

1. Introduction and background	6
2. Methodology.....	6
3. Participants	7
4. Survey results.....	8
4.1 Overall staff perspective on online education.....	8
4.2 Aspects of/approaches to online education beneficial and less beneficial to teaching practice, and reasons they are beneficial/less beneficial	8
4.3 Staff view of educational activities valuable to students' learning and engagement	14
4.4 Staff experience of designing/conducting assessments online	21
4.5 Staff experience of providing assessment feedback online.....	24
4.7 Staff confidence in institutional educational technologies	27
4.8 Staff requirements for professional development related to blended education	29
4.9 Miscellaneous comments	31
Appendix	32

1. Introduction and background

Following an almost complete shift to online learning and teaching in the 2020-21 academic year, the delivery of learning and teaching and St George's in 2021-22 changed due to modified government guidance around the Covid-19 pandemic. With a significant portion of teaching returning to site, the Omicron variant of Covid-19 in December 2021 and January 2022 marked another period of disruption and rapid change to teaching and learning practices. Academic, clinical, professional services, and support staff all worked to ensure that changes to learning and teaching this year provided the best student experience, despite challenges and uncertainty surrounding the pandemic.

All of our experiences over the last few years have led to new methods of working, learning and teaching which have become a new normal and, in 2020 St George's developed an Online Education Framework. As we return to site, some of these online and virtual modes of engagement may need to be incorporated into how St George's students learn and experience our institution. This will be explored in the development of the Blended Education Framework currently taking place, but it is important to capture student and staff feedback on their experiences of the 2021-22 academic year where we adopted a blended or 'hybrid' approach. The feedback will then inform the development of the Blended Education Framework and other developments moving forward.

To capture this feedback, the Centre for Innovation and Development and the Centre for Technology in Education created two surveys, one for staff and one for students. This report provides results from the staff survey.

The survey was live between Tuesday 29 March and Tuesday 3 May 2022.

2. Methodology

The survey sought to elicit:

- a) staff experiences of online education in the last one year;
- b) their preferences for the future; and
- c) their preparedness for online aspects of education.

To this end, the survey contained fourteen questions comprising quantitative and qualitative (open ended) questions. Quantitative questions comprised Likert scale and ranking questions.

3. Participants

There were 80 respondents to the staff survey. Figure 1 below shows the programme the respondents primarily teach on.

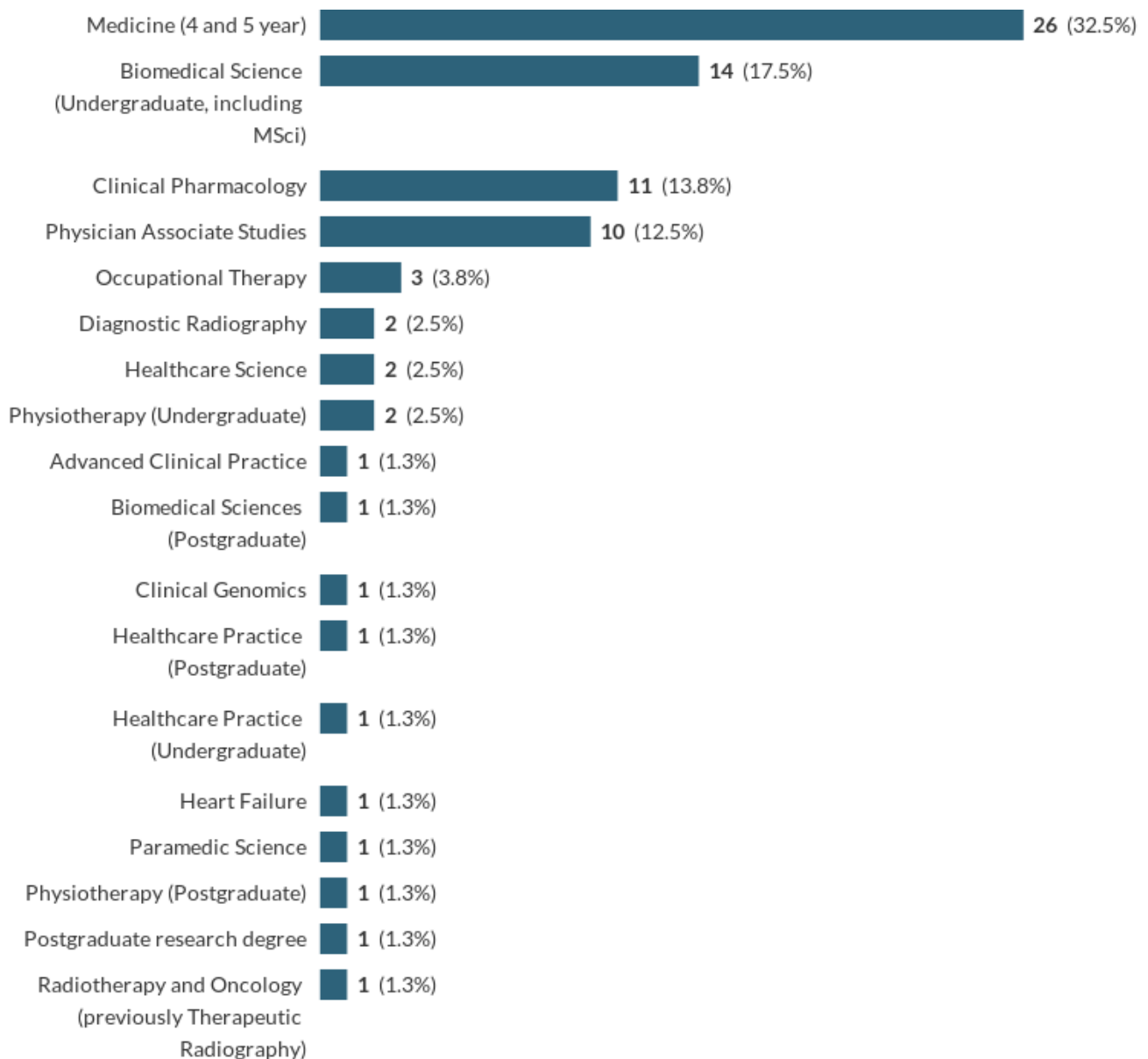


Figure 1: The primary programme staff survey respondents teach on

Responses were not received from staff with primary teaching responsibilities on a number of programmes. However, 53 respondents also said they taught on programmes other than their primary programme. When this is considered, there is no SGUL programme on which a survey respondent does not teach.

4. Survey results

The survey results are presented by survey questions in subsections below.

Responses to qualitative questions were analysed using thematic analysis. **Where possible, the themes identified have been labelled to be self-explanatory, using words and/or terminology from survey data.** The themes identified have been presented by frequency of their occurrence in the survey data. All qualitative responses are provided via linked document in the appendix.

4.1 Overall staff perspective on online education

This section presents responses to the Likert scale question '**generally, the online aspects of the education I have been responsible for this academic year have worked well**'. The number of responses for this question were 80. The responses are presented as a bar chart in figure 2 below.

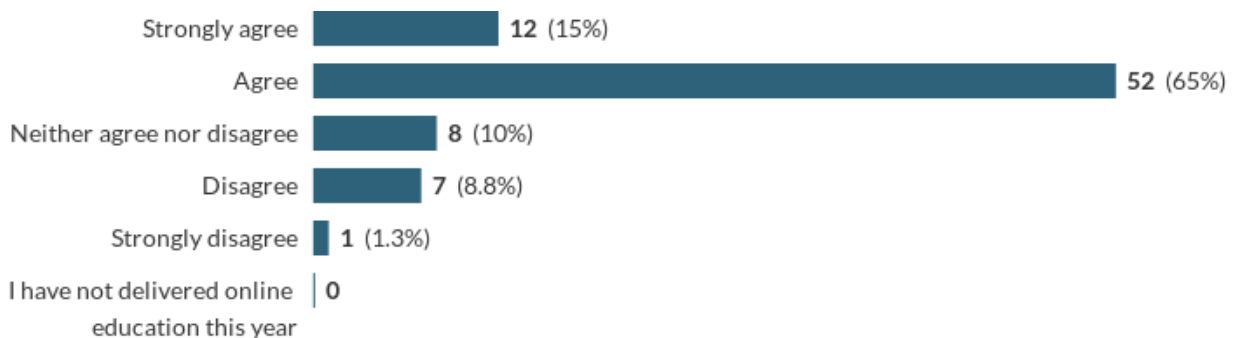


Figure 2: Staff response to the question 'generally, the online aspects of the education I have been responsible for this academic year have worked well'.

As can be seen from figure 2, majority of respondents (80%) either strongly agree or agree that online aspects of education worked well for them.

4.2 Aspects of/approaches to online education beneficial and less beneficial to teaching practice, and reasons they are beneficial/less beneficial

This section presents results of the open-ended questions '**what aspects of (or approaches to) online education have been beneficial to your teaching practice, and why**', and '**what aspects of (or approaches to) online teaching do you consider less beneficial to your teaching practice, and why**'. The results have been presented as themes identified from the survey data, and ordered by frequency of their occurrence. Valid responses for the two questions were 66 and 71, respectively.

The two questions asked respondents to specify both the aspects of the online education beneficial/less beneficial to their practice, and the reason(s) they were beneficial/less beneficial. However, not all respondents provided responses to both parts of a question, with some respondents only specifying online aspects/approaches, and some respondents only specifying benefits/disadvantages of online education in general, **without linking it to a specific approach or practice.**

Aspects of/approaches to online education beneficial to teaching practice

Figure 3 below presents aspects of or approaches to online education that staff have found beneficial to their teaching practice.

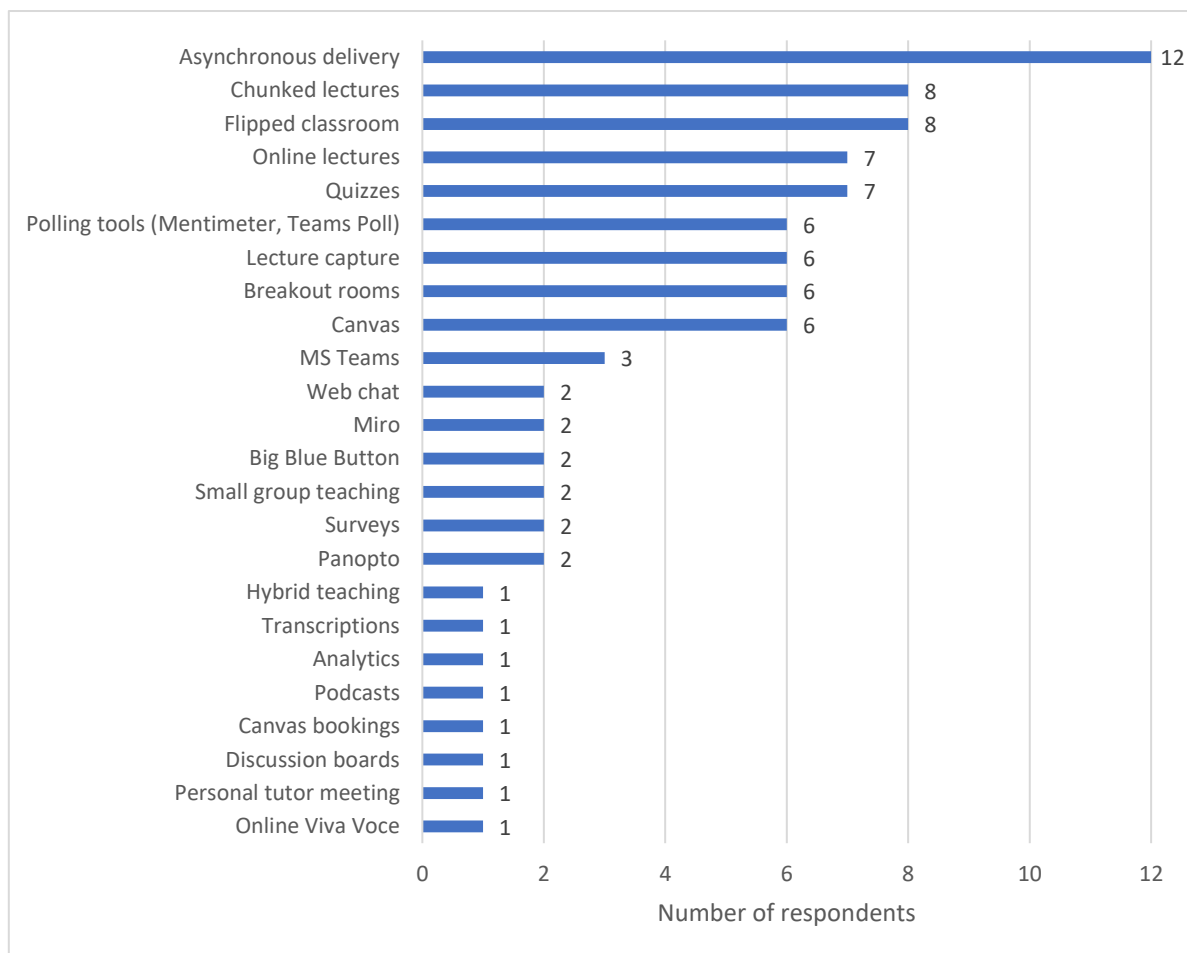


Figure 3: Aspects of/approaches to online education beneficial to teaching practice

As can be seen from figure 3, the top approaches found beneficial to teaching practice include **asynchronous delivery** (n=12), **chunked lectures** (n=8), and **flipped classroom** (n=8). These approaches facilitate **blended education** that combine self-directed learning with live contact with the lecturer. Other noteworthy mentions include **online lectures** (n=7), **quizzes** (n=7), **polling tools** (e.g., Mentimeter, Teams poll) (n=6), **lecture capture** (n=6), **breakout rooms** (n=6), and **Canvas** (n=6).

It should also be noted that respondents perceive benefits of online education in terms of **approaches to online education** (e.g., asynchronous delivery) as well as **educational technology tools** that facilitate delivery of these approaches (e.g., Canvas, Panopto). The focus on tools emphasises the **importance of functional, robust technology** to delivery of effective online education. In addition, whereas some staff have specified an **overall tool** to be beneficial (e.g., MS Teams), others have singled out an **aspect/feature of the tool** (e.g., breakout rooms in MS Teams) to be advantageous to their practice.

Reasons aspects of/approaches to online education beneficial to teaching practice

Figure 4 below presents the reasons staff found aspects of or approaches to online education beneficial to their practice. Readers are reminded that these reasons were not always linked to a specific online education approach or technology, and were often stated as general benefits/advantages of online education.

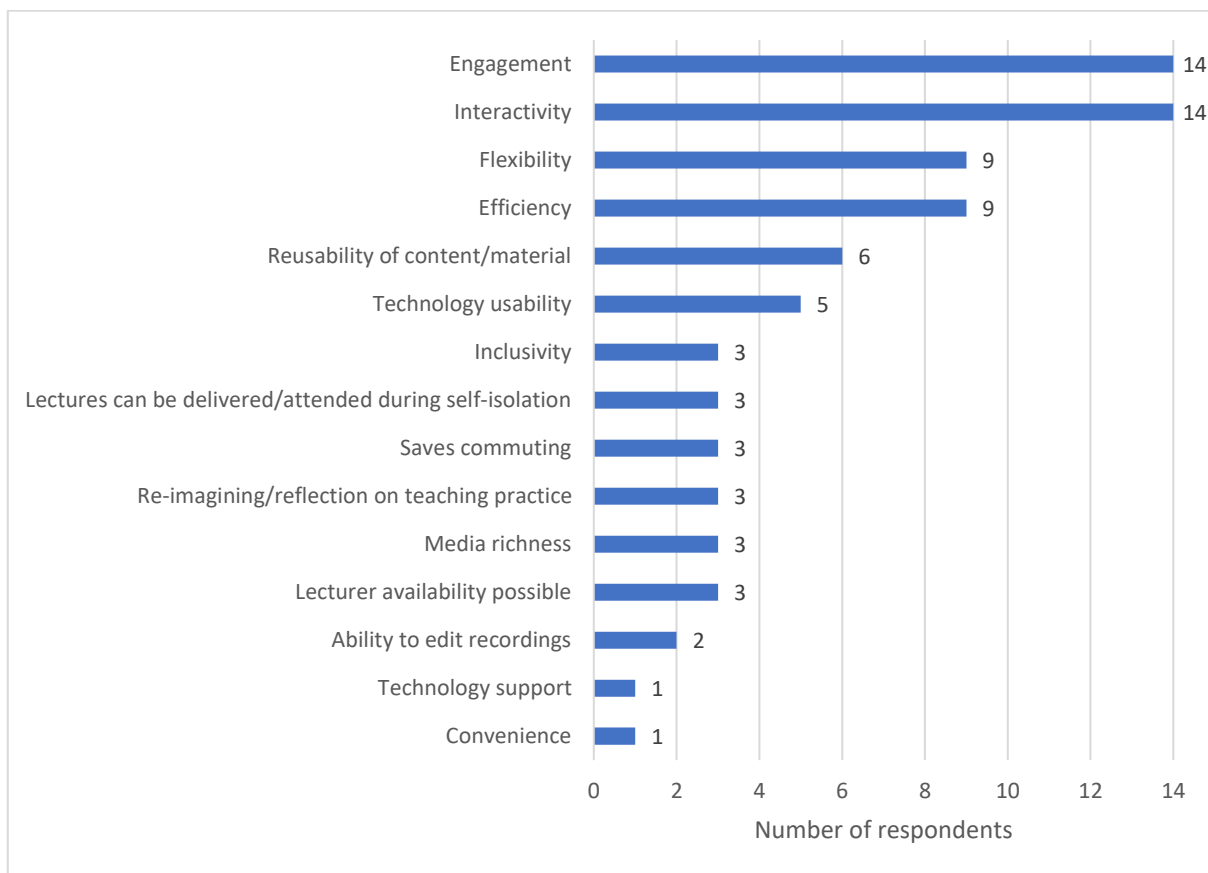


Figure 4: Reasons aspects of/approaches to online education beneficial to teaching practice

As can be seen from figure 4, **engagement** and **interactivity** (n=14) are the joint top reasons aspects of online education were found beneficial to teaching practice. These are followed by **flexibility** (n=9), **efficiency** (n=9), **reusability of content/material** (n=6), and **technology usability** (n=5).

Aspects of/approaches to online teaching less beneficial to teaching practice

Figure 5 below presents aspects of or approaches to online teaching that respondents have found **less** beneficial to their teaching practice. The data includes responses by three respondents who explicitly specified that there was no aspect of online teaching that was less or not beneficial to teaching practice.

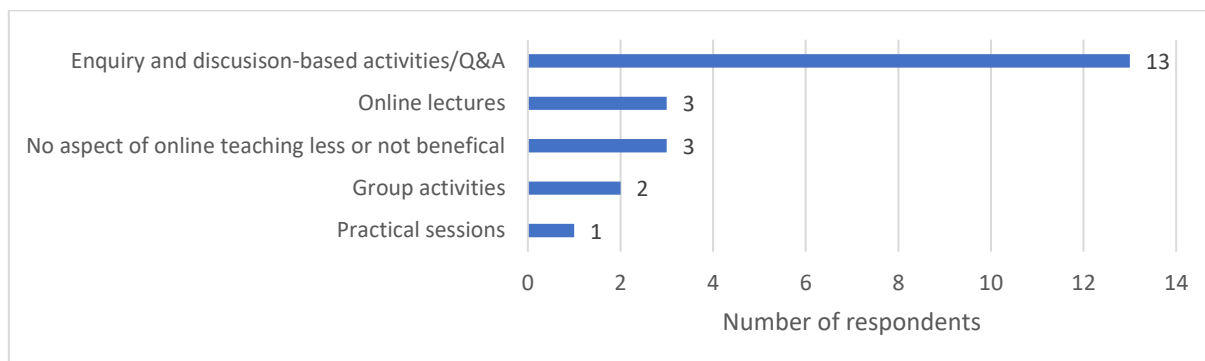


Figure 5: Aspects of/approaches to online teaching less beneficial to teaching practice

It can be seen from figure 5 that most respondents found **enquiry and discussion-based activities** (n=13) the aspect of online education less beneficial to teaching practice.

Comparing aspects of/approaches to online teaching beneficial to teaching practice (figure 3) with those found less beneficial to teaching practice (figure 5) reveals some contradictory data. Whereas seven respondents reported online lectures to be beneficial to their practice, three respondents reported them less beneficial to their teaching practice. Those respondents who provided a reason for finding online lectures beneficial reported that this was due to lecturer not available on campus (n=2), not having to commute to campus (n=1), and staff and students more likely to deliver/attend an online lecture than an on campus session (n=1). On the other hand, only one respondent gave reasons for finding live lectures not beneficial to their practice, which included not being able to see students, and lack of adequate interactivity.

Reasons aspects of/approaches to online teaching less beneficial to teaching practice

Figure 6 (next page) presents the reasons staff found aspects of or approaches to online teaching less beneficial to their teaching practice. Whilst most themes should be self-explanatory, details for the theme 'technology-related issues' include internet connectivity issues (n=5), educational technology not easy to use (n=3), students kicked out of Teams meetings (n=1), unable to join breakout rooms in Teams (n=1), unable to download desired tools on university computer due to lack of admin privileges (n=1), and lack of skills in how to use a tool (n=1).

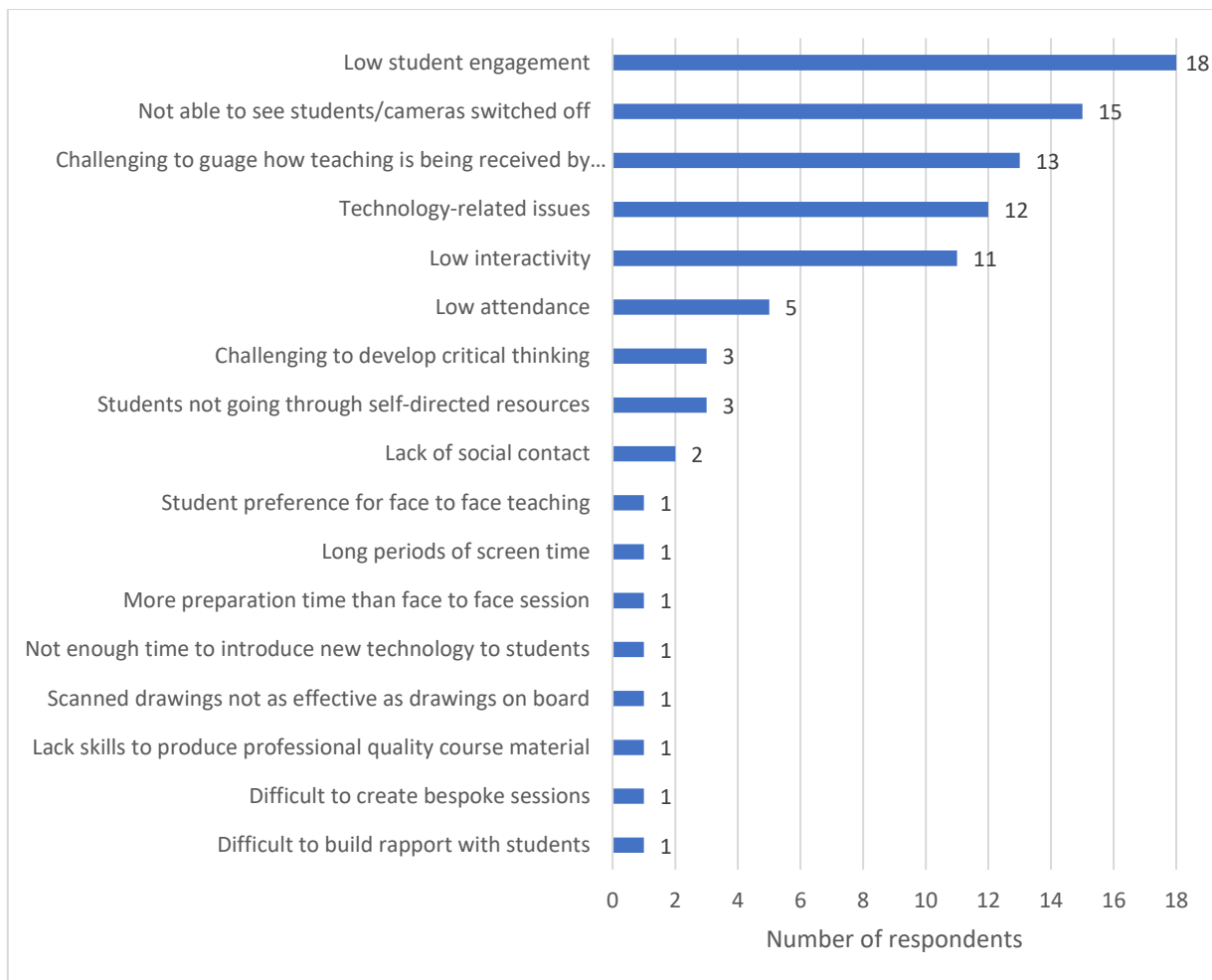


Figure 6: Reasons aspects of/approaches to online teaching less beneficial to teaching practice

As can be seen from figure 6, the top reasons aspects of/approaches to online teaching were found less beneficial to teaching practice are **low student engagement** (n=18), and **not able to see students/cameras switched off** (n=15). Other notable reasons include **challenging to gauge how teaching is being received by students** (n=13), **technology-related issues** (n=12), and **low interactivity** (n=11).

Comparing reasons respondents give for aspects of/approaches to online education beneficial to teaching practice (figure 4) with reasons they give for aspects of/approaches to online teaching less beneficial to practice (figure 6), also reveals some inconsistencies. Whereas fourteen respondents reported engagement to be the reason online education is beneficial, eighteen respondents reported low student engagement to be the reason online teaching was found less beneficial. Similarly, interactivity has been cited as an advantage of online education (n=14) and in contrast, low interactivity has been reported to be a disadvantage of online teaching (n=11). Two respondents reported that either student attendance on online sessions has been 'excellent' or online meetings make it easier and 'more possible' for students to attend a session. On the other hand, five respondents reported low attendance to be less beneficial aspect of online teaching.

Asynchronous delivery (n=14) and flipped classroom (n=8) approach have been specified as beneficial to online learning. On the contrary, three staff have indicated that students not going through self-directed resources, which is required for effective asynchronous delivery and flipped classroom approach, is less beneficial aspect of online teaching.

Summary and reflections

Approaches facilitating **blended education** (asynchronous delivery, chunked lectures, and flipped classroom), that combine self-directed learning with live contact with lecturer, have been reported by survey respondents to be most beneficial to teaching practice. Approaches or tools that facilitate **concept checks** (e.g., quizzes, polling tools such as Mentimeter) and **collaboration** (e.g., breakout rooms, Miro) are also noteworthy mentions. Conversely, **enquiry and discussion-based activities** was the aspect of online education that was reported the most as less beneficial to teaching practice.

Engagement and interactivity are the joint top reasons aspects of online education were found beneficial to teaching practice. However, **low student engagement** and **low interactivity** were also one of the top challenges of online education (alongside **not able to see students/cameras switched off, challenging to gauge how teaching is being received by students**, and **technology-related issues**). The results highlight diametrically opposite experiences of online teaching. Other examples of contrasting experiences reported by respondents include **online lectures** found both beneficial and less beneficial aspect of online teaching, and impact of online education on **attendance**. The findings identify **areas of future enquiry** which include looking at examples of favourable experiences of online teaching, determining the factors that facilitate engagement, interactivity, and better attendance in those online teaching sessions, and whether good practice from those with favourable experience of online teaching can help address the challenges reported by those with less favourable experiences of online teaching (e.g., lack of student engagement with self-directed resources).

Some respondents perceived benefits of online education in terms educational technology tools instead of approaches to online education. This, combined with some respondents reporting usability of technology as beneficial to online education, emphasises the **importance of functional, robust technology** to delivery of effective online education.

Finally, analysis of data has provided reflections on survey design. As mentioned earlier, not all respondents provided responses to both parts of a question, with some respondents only specifying online aspects/approaches, and some staff only specifying benefits/disadvantages of online education in general, without linking it to a specific approach or practice. The question could have been split into two parts (what and why) to elicit more meaningful responses.

4.3 Staff view of educational activities valuable to students' learning and engagement

This section presents results of a ranking question that asked respondents to **rank, from a list of educational activities, the top three activities they consider most valuable to their students' learning and engagement**. Table 1 below presents activities ranked by respondents, ordered from highest to lowest rank. A weighted average, presented in the column 'score' in table 1, was calculated to determine overall ranking of an activity. The number of valid responses for this question were 76.

Activity	First	Second	Third	Score
Synchronous (live) small group on-campus discussions or activities	35	15	4	1.83
Synchronous (live) large group on-campus teaching (45 minutes or more)	12	11	7	0.86
Pre-recorded lectures chunked into shorter sections	8	14	11	0.83
Opportunities for interactivity in large group teaching	7	8	10	0.62
Quizzes and other forms of concept checks	3	8	22	0.62
Synchronous (live) small group online discussions or activities	6	9	10	0.61
Synchronous (live) large group online teaching (45 minutes or more)	3	7	4	0.36
Pre-recorded whole lectures (45 minutes or more)	2	3	2	0.18
Set reading and watching e.g., video clips	0	1	4	0.08
Self-sourced reading and watching	0	0	2	0.03

Table 1: Staff ranking of educational activities considered valuable to students' learning and engagement

As can be seen from table 1, the top three activities that respondents consider most useful to their students' learning and engagement are **synchronous (live) small group on-campus discussions or activities, synchronous (live) large group on-campus teaching (45 minutes or more), and pre-recorded lectures chunked into shorter sections**. **Set reading and watching e.g., video clips** and **self-sourced reading and watching** were ranked the lowest.

Respondents were also asked to provide **reason for their ranking** via an open-ended question. The reasons respondents gave for choosing or not choosing an educational activity have been summarised as themes elicited from the response data, and presented in paragraphs below. Valid responses to this question were 63.

Synchronous (live) small group on-campus discussions or activities (ranked 1)

Figure 7 presents themes encapsulating the reasons respondents selected synchronous (live) small group on-campus discussions or activities.

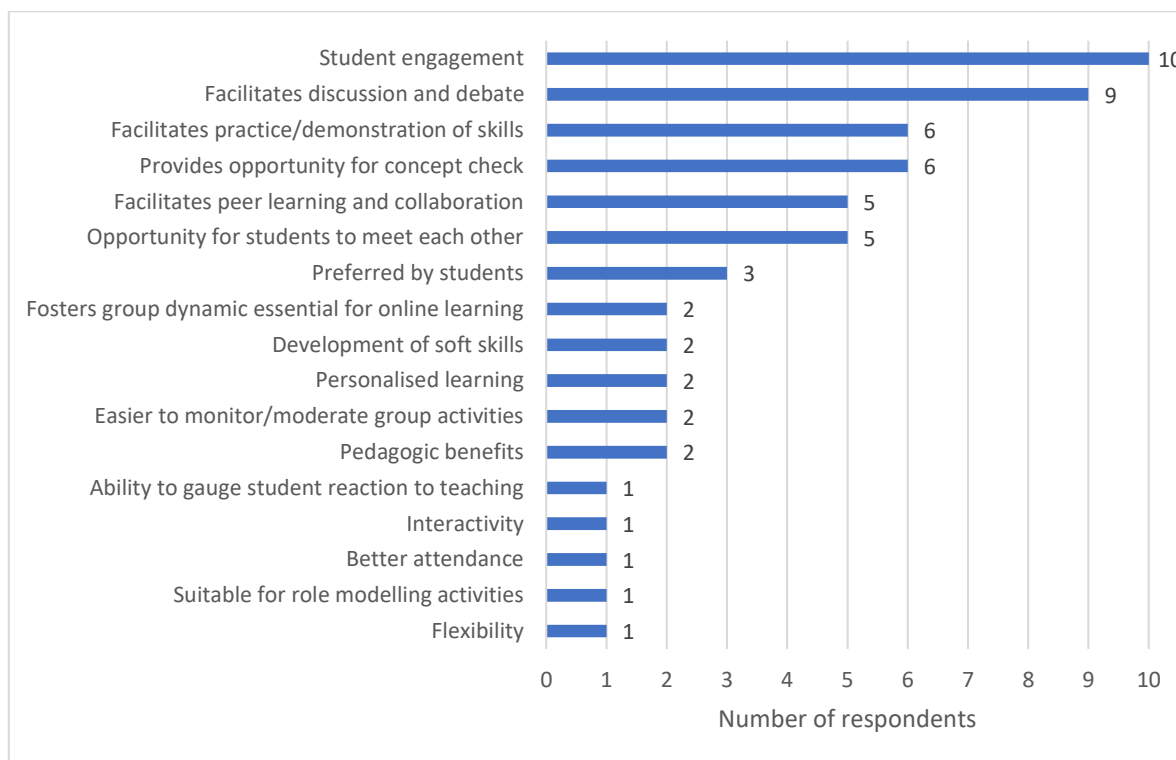


Figure 7: Themes encapsulating the reasons respondents selected synchronous (live) small group on-campus discussions or activities

Synchronous (live) large group on-campus teaching (45 minutes or more) (ranked 2)

Figure 8 presents themes encapsulating the reasons respondents selected or did not select synchronous (live) large group on-campus teaching (45 minutes or more).

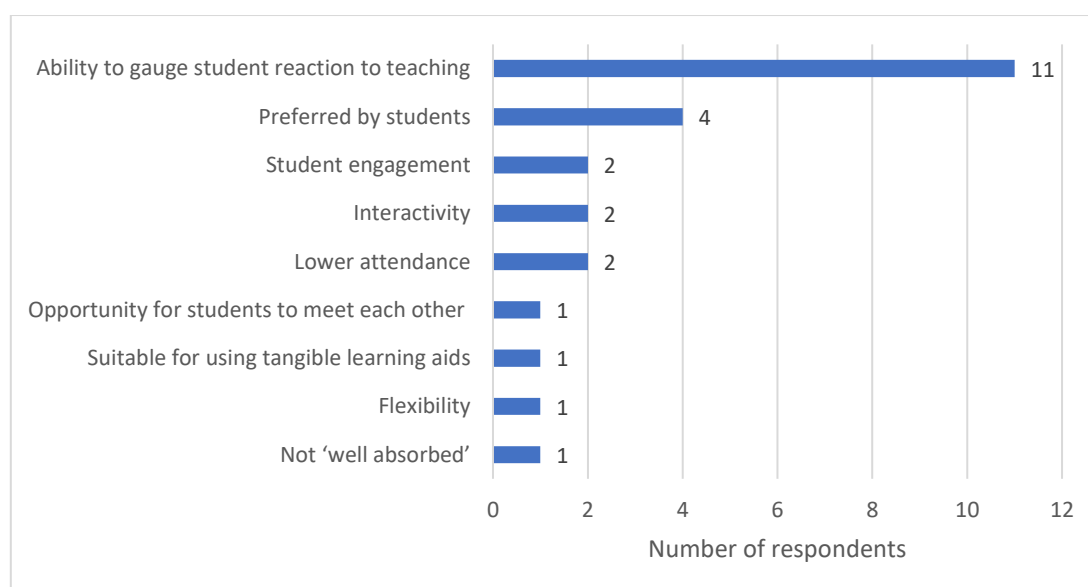


Figure 8: Themes encapsulating the reasons respondents selected or did not select synchronous (live) large group on-campus teaching (45 minutes or more)

Pre-recorded lectures chunked into shorter sections (ranked 3)

Figure 9 presents themes encapsulating the reasons respondents selected or did not select pre-recorded lectures chunked into shorter sections.

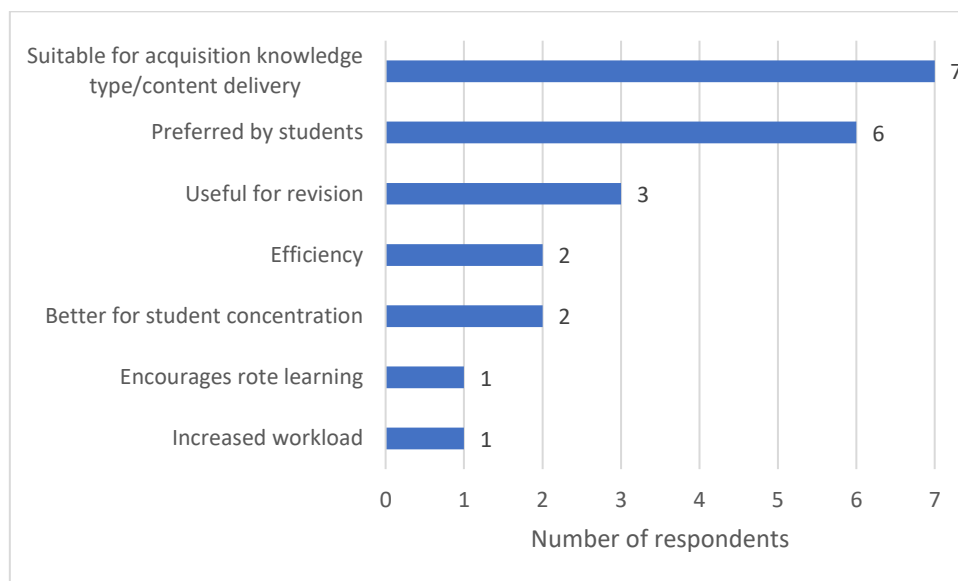


Figure 9: Themes encapsulating the reasons respondents selected or did not select pre-recorded lectures chunked into shorter sections

Opportunities for interactivity in large group teaching (ranked joint 4)

Figure 10 presents themes encapsulating the reasons respondents selected opportunities for interactivity in large group teaching.

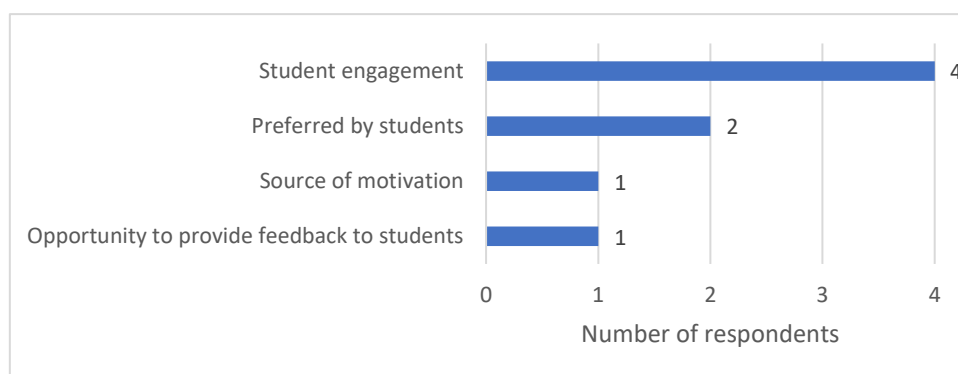


Figure 10: Themes encapsulating the reasons respondents selected opportunities for interactivity in large group teaching

Quizzes and other forms of concept checks (ranked joint 4)

Figure 11 presents themes encapsulating the reasons respondents selected or did not select quizzes and other forms of concept checks.

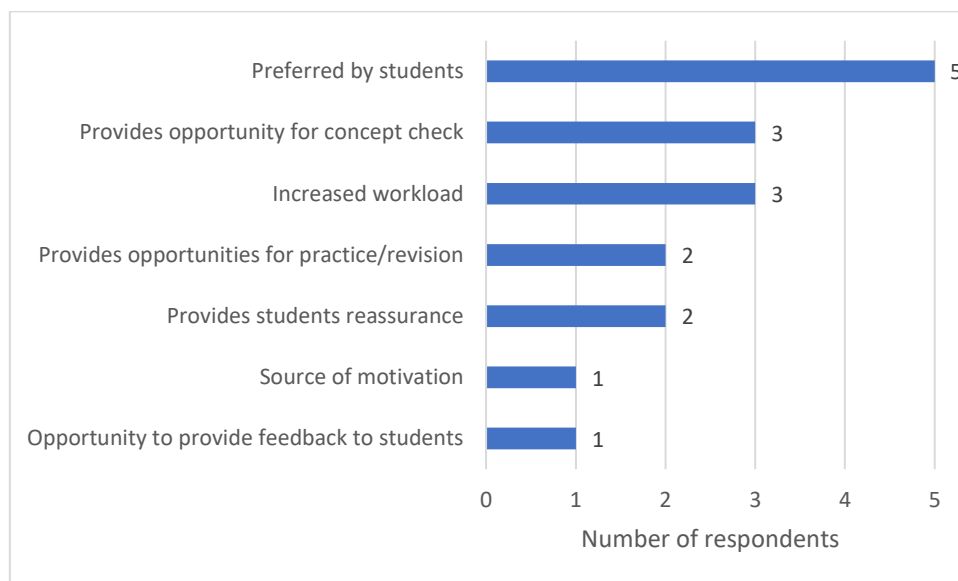


Figure 11: Themes encapsulating the reasons respondents selected or did not select quizzes and other forms of concept checks

Synchronous (live) small group online discussions or activities (ranked 6)

Figure 12 presents themes encapsulating the reasons respondents selected or did not select synchronous (live) small group online discussions or activities.

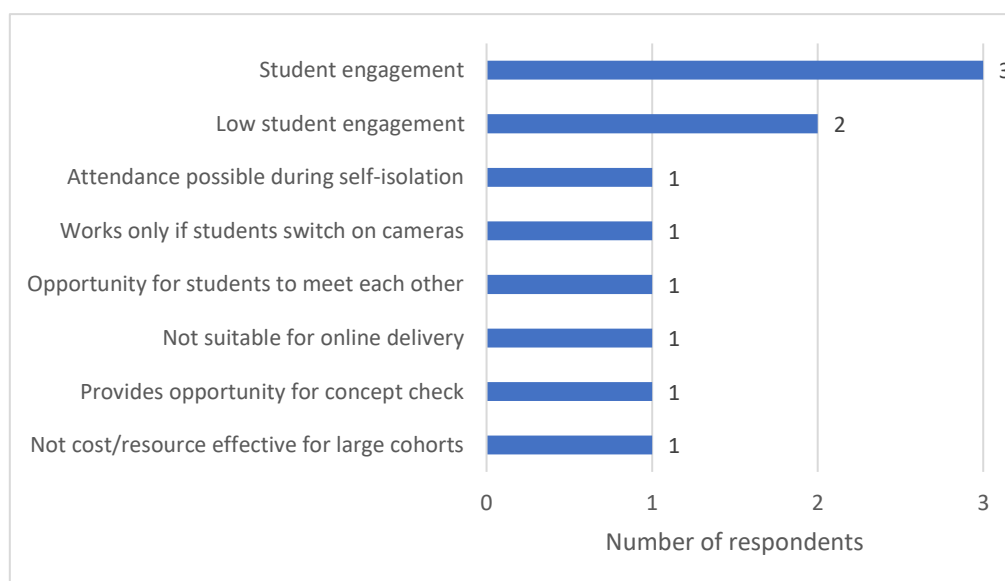


Figure 12: Themes encapsulating the reasons respondents selected or did not select synchronous (live) small group online discussions or activities

Synchronous (live) large group online teaching (45 minutes or more) (ranked 7)

Figure 13 presents themes encapsulating the reasons respondents selected or did not select synchronous (live) large group online teaching (45 minutes or more).

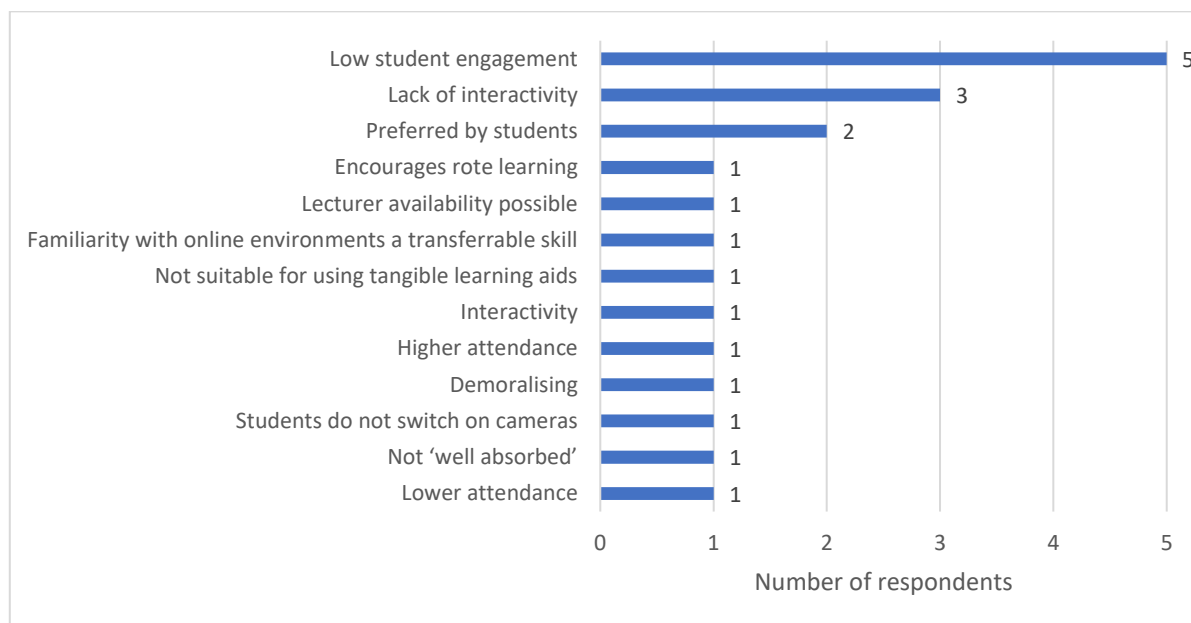


Figure 13: Themes encapsulating the reasons respondents selected or did not select synchronous (live) large group online teaching (45 minutes or more)

Pre-recorded whole lectures (45 minutes or more) (ranked 8)

Only one reason for selecting pre-recorded whole lectures (45 minutes or more) was given, which was that it enabled students to go through them at their own pace.

Set reading and watching e.g., video clips (ranked 9)

Figure 14 presents themes encapsulating the reasons respondents selected set reading and watching.

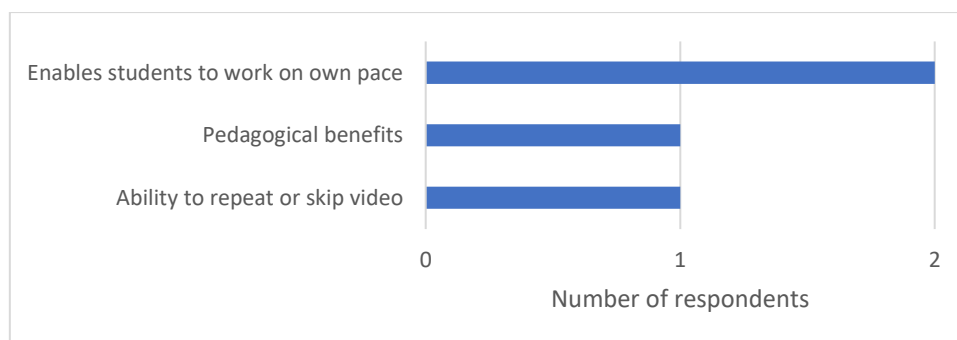


Figure 14: Themes encapsulating the reasons respondents selected set reading and watching

Self-sourced reading and watching (ranked 10)

One reason, pedagogical benefits, was given for selecting self-sourced reading and watching.

Seven respondents mentioned that the different educational activities and approaches complement each other. Some of these respondents reported that students also preferred a variety of online and on campus educational activities.

Summary and reflections

The top educational activity that respondents found most valuable to their students' learning and engagement, namely synchronous (live) small group on-campus discussions or activities, also drew the most responses for reason the activity was selected. As can be seen from figure 7, the most common themes are **student engagement** (n=10), **facilitates discussion and debate** (n=9), **facilitates practice and demonstration of skills** (n=6), **provides opportunities for concept check** (n=6), **facilitates peer learning and collaboration** (n=5), and **opportunity for students to meet each other** (n=5).

The educational activity ranked second i.e., synchronous (live) large group on-campus teaching (45 minutes or more), was selected by most for **providing the ability gauge student reaction to teaching** (n=11) (figure 8). The activity also drew two negative comments including **lower attendance** (n=2) and **not 'well absorbed'** (n=1). The lower attendance appears contradictory to the theme '**preferred by students**' which was reported by four respondents.

Pre-recorded lectures chunked into shorter sections, which was ranked third, was chosen mainly because it was found **suitable for acquisition knowledge type/content delivery** (n =7) (figure 9) and because it was **preferred by students** (n=6). The two negative comments this activity received were that it **encourages rote learning** (n=1) and **increased workload** (n=1).

The top reason opportunities for interactivity in large group teaching was selected by respondents was **student engagement** (n=4) (figure 10). The main them for quizzes and other forms of concept checks was **preference by students** (n=5) (figure 11).

Synchronous (live) small group online discussions or activities drew mixed and often contradictory response (figure 12). Whereas some respondents selected the activity because it **promoted student engagement** (n=3), others did not select it because of **lower student engagement** (n=2). Similarly, whilst one respondent was of the view that synchronous small group discussions and activities are **not suitable for online delivery**, another respondent found value in the activity because it provided them **opportunity for concept checks**.

Synchronous (live) large group online teaching (45 minutes or more) was the activity that drew the most mixed responses and contradictory data. The most common theme was **low student engagement** (n=5). Three respondents did not choose the activity due to **lack of interactivity**

whereas one respondent found the activity valuable because of **interactivity**. Similarly, one respondent each reported that the activity had **higher and lower attendance**.

Although the activities synchronous (live) small group on-campus discussions or activities, synchronous (live) large group on-campus teaching (45 minutes or more), and pre-recorded lectures chunked into shorter sections, were ranked most valuable to students learning and engagement, there are pockets of teaching practice that finds other educational activities beneficial for their student engagement. This is also highlighted by the contradictory experiences reported by respondents for some activities (e.g., synchronous large group online teaching reported to be both interactive and non-interactive). The findings suggest that there are factors other than group size and mode of activity (on campus or online) which potentially govern the effectiveness of an educational activity. Although this merits further scrutiny, possible factors could be approach to teaching design, confidence with technology, cohort, and curriculum requirements. Another important insight the results provide is that many of the activities work best by complementing each other. This is also highlighted in several responses (e.g., chunked lectures 'working well' alongside face-to-face small group sessions).

Therefore, whilst priority should be accorded to promoting, facilitating, and supporting the design, implementation, and enhancement of educational activities ranked highest by respondents, staff should be facilitated in developing and enhancing approaches that they find work best for their students.

4.4 Staff experience of designing/conducting assessments online

This section presents results of the open-ended questions ‘**what has been positive about your experience of designing/conducting assessments online**’, and ‘**what has been negative about your experience of designing/conducting assessments online**’. Valid responses for the two questions were 46 and 49, respectively. Some responses seemed more relevant to online feedback rather than online assessments, and have been presented in section 4.5.

Positives of designing/conducting assessments online

Figure 15 below presents themes summarising what staff find positive about their experience of designing/conducting assessments online. The themes are presented in order of the frequency of their occurrence in the survey data. Three respondents explicitly stated that there were no positives to online assessments, and this information has been included in the results.

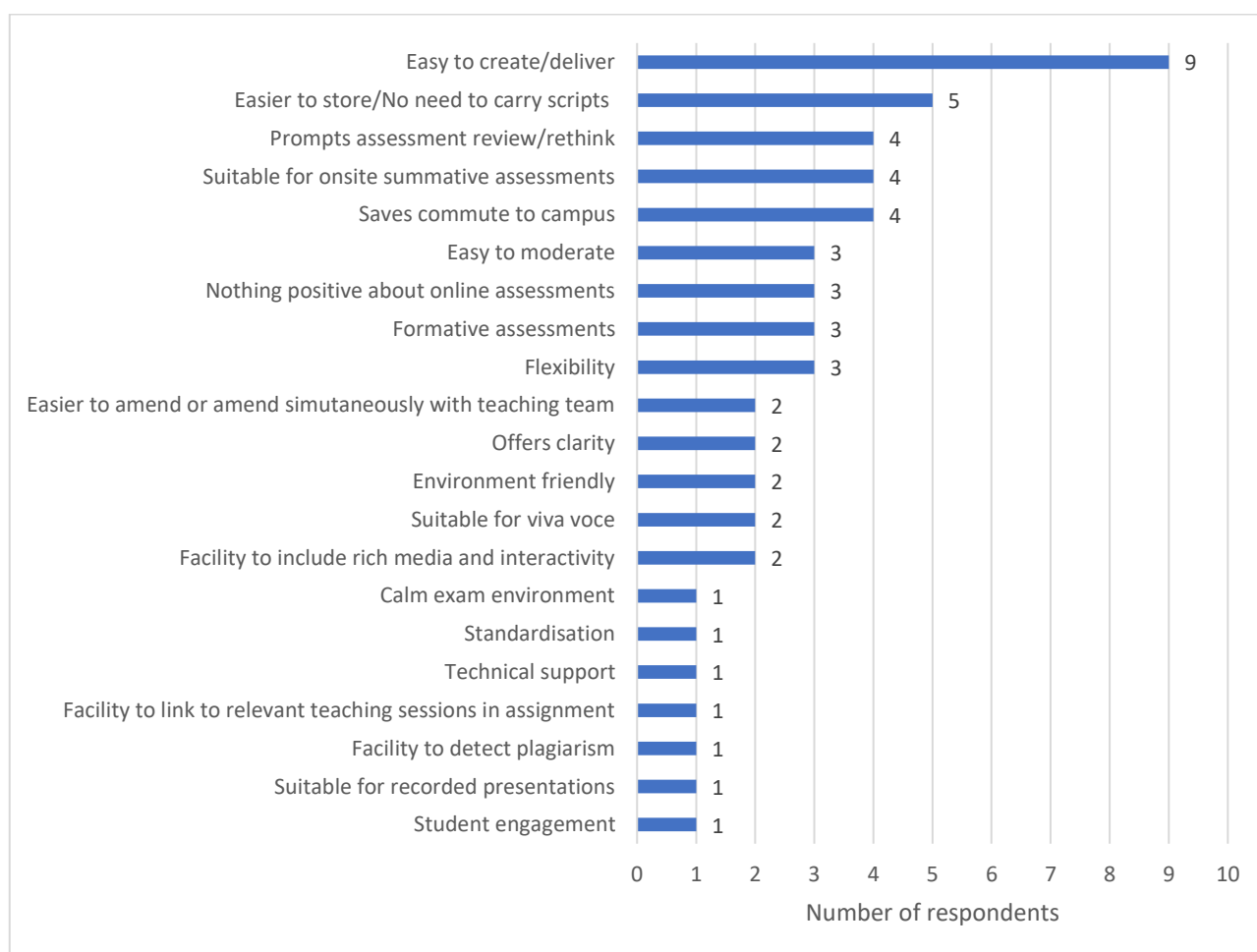


Figure 15: Themes summarising what staff find positive about their experience of designing/conducting assessments online

Respondents report a wide range of positives of their experiences of designing/conducting online assessments, the most reported of which is the **ease of creating/delivering online assessments** (n=9). Other notable positive experiences reported include **easier to store/no need to carry**

scripts (n=4), prompting assessment review/rethink (n=4), on campus summative assessments (n=4), and not having to commute to campus (n=4).

Negatives of designing/conducting assessments online

Figure 16 below presents themes summarising what staff find negative about their experience of designing/conducting assessments online. Whilst themes have been labelled to be self-explanatory, additional details are provided for some themes below.

Technology-related issues, where elaborated, included issues with students accessing online assessments (n=1), issues downloading lockdown browser (n=1), device issues (n=1), and internet issues (n=2). Increased workload included time required to design/implement online assessments (n=5), time required to investigate instances of academic misconduct (n=1), and checking for 'errors' (n=1).

Six respondents explicitly stated that there was nothing negative about their experience of designing/conducting online assessments, and this information has been included in the results.

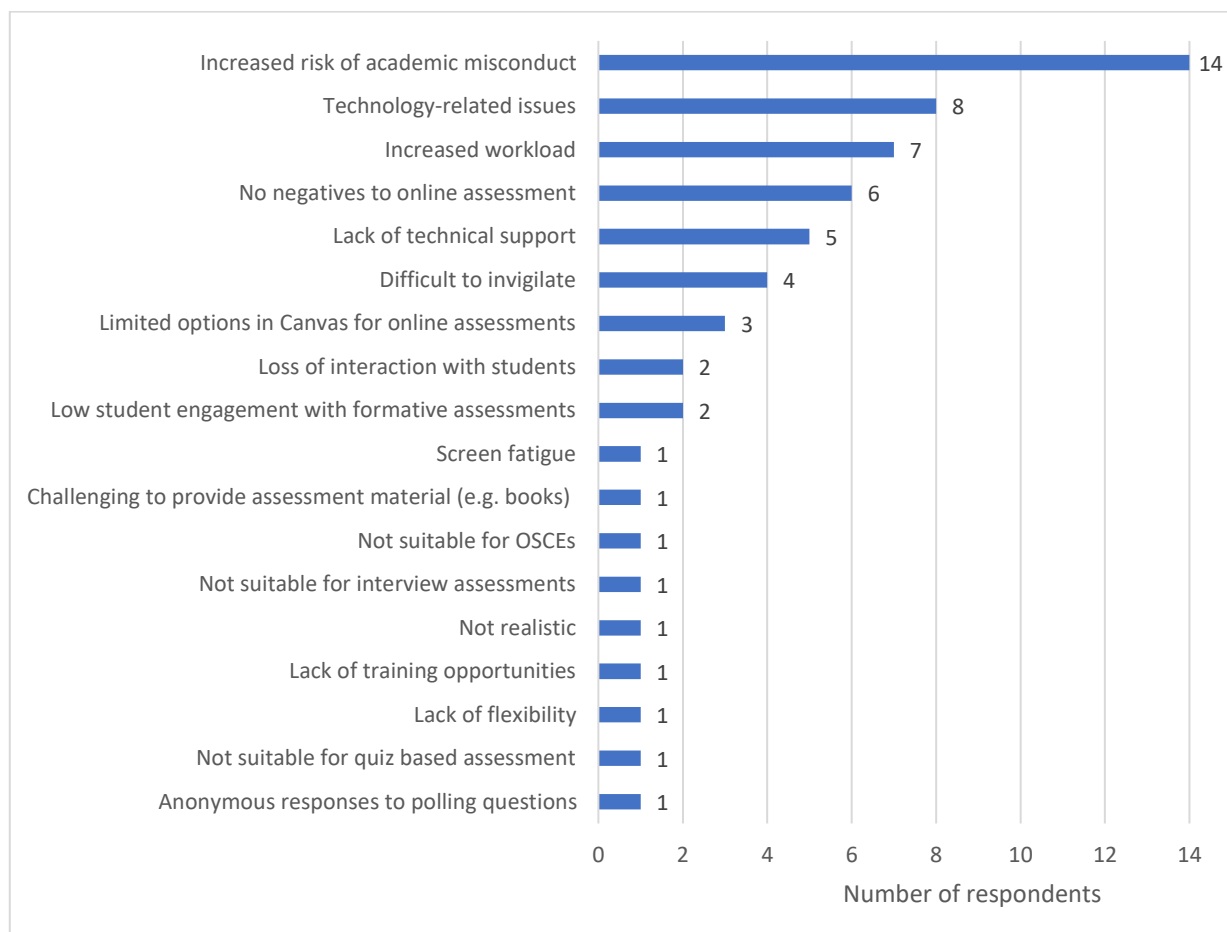


Figure 16: Themes summarising what staff find negative about their experience of designing/conducting assessments online

Increased risk of academic misconduct (n=14) was the top negative aspect of designing/conducting assessments online followed by **technology-related issues** (n=8), **increased workload** (n=7), and **lack of technical support** (n=5).

Comparing themes summarising what respondents find positive about designing/conducting assessments online (figure 7) with those that summarise what they find negative (figure 8), reveals some contradictory data. Whereas one respondent cited technical support as positive of online assessment, five respondents found lack of technical support as a negative. Similarly, whilst three respondents reported formative assessments to be a positive of online assessment, two other respondents reported low student engagement with formative assessments as a negative aspect of online assessments.

Summary and reflections

Easier to create/deliver online assessments was the most reported advantage of designing and conducting online assessments. This, along with other positives such as **easier to store/no need to carry** point to the affordances offered by automation of assessments. Another noteworthy positive was how online assessments prompted **reflection on and rethink of assessment design**. The negatives of designing/conducting online assessments highlight the barriers to adoption of online assessment.

A number of the negatives highlighted by respondents, including **increased risk of academic misconduct**, some of the reasons cited for **increased workload** and **technical difficulties**, and **challenging to provide materials (e.g., books) during online assessments**, can potentially be addressed by university's intent to move to on campus online exams. Other challenges, including the more frequently reported such as **technical issues**, **increased workload**, **lack of technical support**, and **limited options in Canvas for online assessments**, require **further investigation** before approaches to assist with their resolution can be devised. For instance, given that one respondent specifically mentioned technical support as a positive of online assessment, one area of enquiry could be to ascertain staff awareness of technical support available to them and how to access it. Another potential area of future enquiry can be to explore if the practice of those with favourable experiences of formative assessments can help address the challenges reported by those with less favourable experiences of formative assessments (e.g., low student engagement with formative assessments).

Staff responses indicate that when responding to this question, they considered a range of assessments including online exams, coursework, online viva, and formative assessments. As a result, it was not possible to determine from some responses which type of assessment their response was referring to. Clearer survey instructions could have elicited more specific data.

4.5 Staff experience of providing assessment feedback online

This section presents results of the open-ended questions ‘**what has been positive about your experience of providing assessment feedback online**’, and ‘**what has been negative about your experience of providing assessment feedback online**’. Valid responses for the two questions were 49 and 40, respectively.

Positives of providing assessment feedback online

Figure 17 below presents themes summarising what staff find positive about their experience of providing assessment feedback online. The themes are presented in order of the frequency of their occurrence in the survey data.

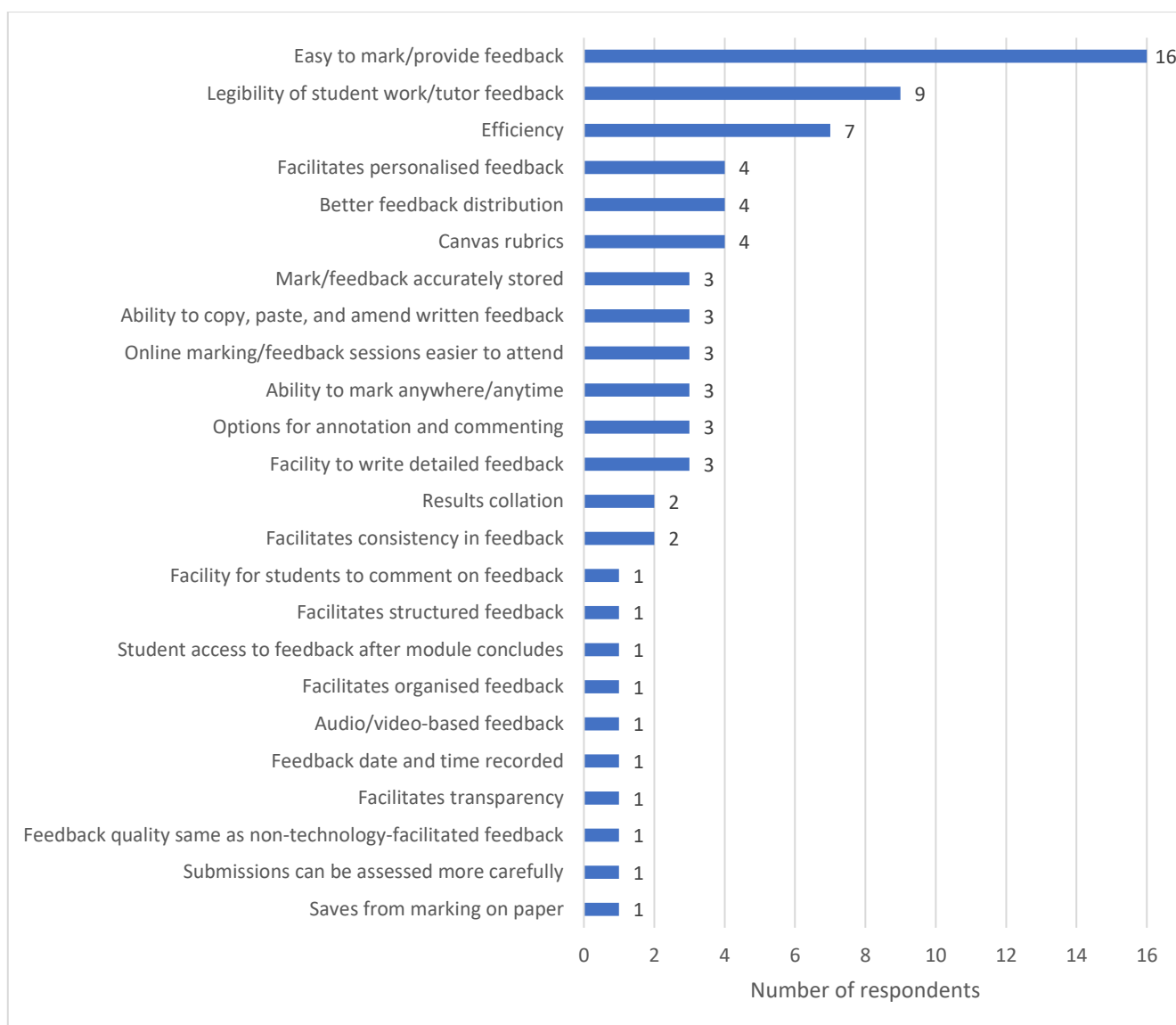


Figure 17: Themes summarising what staff find positive about their experience of providing assessment feedback online

As can be seen from figure 9, the most common theme is that online feedback makes it **easy to mark/provide feedback** (n=16). Other common themes include the **legibility of student work or tutor feedback** (n=9) and **efficiency** (7). There were a handful of responses that mentioned positives including **facilitation of personalised feedback** (n=4), **better feedback distribution** (n=4), **Canvas rubric** (n=4), **mark/feedback accurately stored** (n=3), **ability to copy, paste, and amend written feedback** (n=3), **online marking/feedback sessions easier to attend** (n=3), **ability to mark anywhere/anytime** (n=3), **options for annotation and commenting** (n=3), and **facility to write detailed feedback** (n=3).

Negatives of providing assessment feedback online

Figure 18 below presents themes summarising what staff find negative about their experience of providing assessment feedback online. Seven respondents mentioned that there was nothing negative about their experience of providing feedback online and this data has been included in the chart. A few comments that were not relevant to online feedback were excluded. Most themes have been labelled to be self-explanatory. However, additional details for some themes are as follows. Technology-related issues include general feedback comments by marker not anonymised (n=3), mark or feedback disappearing during single marking (n=3) or when multiple markers are marking at the same time (n=2), SpeedGrader crashes (n=1), feedback tool not 'easy to use' (n=1), Canvas tools not appropriate for feedback (n=1), and relation of rubrics to numerical grades not clear (n=1). Increased workload included more time incurred in providing feedback due to technology-related issues (n=2), addressing feedback-related queries of students taking more time if done via emails vis-à-vis in-person (n=1), and students requiring verbal feedback in addition to written feedback (n=1).

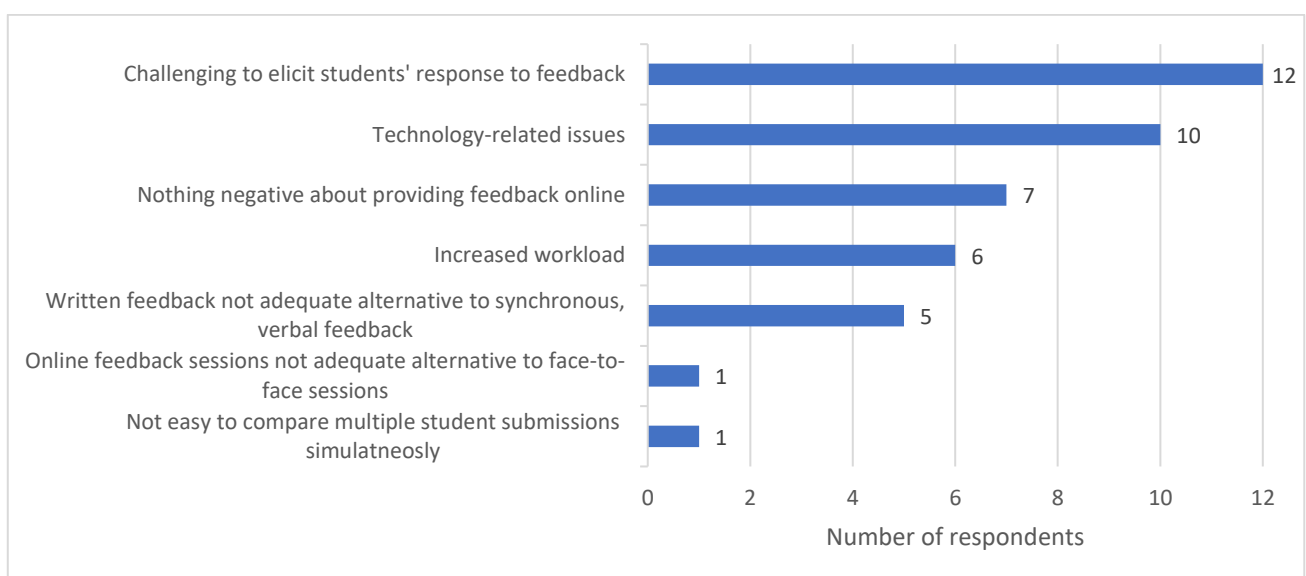


Figure 18: Themes summarising what staff find negative about their experience of providing assessment feedback online

The most common theme for negative experiences of providing assessment feedback online is that respondents have found it **challenging to elicit students' response to feedback** (n=12). Other common themes include **technology-related issues** (n=10), **increased workload** (n=6), and **written feedback not adequate alternative to synchronous verbal feedback** (n=5).

Comparing themes summarising what respondents find positive about online feedback (figure 9) with those that summarise what they find negative (figure 10), reveal contrasting experiences about aspects of online feedback. Whilst two respondents valued online feedback sessions as they were easier to attend, one respondent found them not an adequate replacement of face-to-face sessions. Similarly, whereas a negative experience of providing feedback online has been increased workload (details of which have been provided above), other respondents have reported efficiency and easy to mark/provide feedback as positives of providing feedback. A scrutiny of some of these responses reveal that respondents are likely to have diametrically different experiences of different aspects of feedback. For example, a respondent reported 'the efficiency' as a positive of providing feedback in general, and also mentioned resorting to explain written feedback to students verbally, increasing their workload, as a negative aspect of online feedback.

Summary and reflections

Respondents have come up with a range of positives of online feedback, the most common of which is easy to mark/provide feedback. This along with other common themes such as efficiency, better feedback distribution, marks feedback accurately stored, results collation, and recording of feedback date/time point to affordances that **automation of feedback** bring. Other common themes highlight the **benefits of digitisation** including legibility of students' work/markers' comments, ability to copy, paste, and amend written feedback, and options for annotation and commenting.

Respondents also highlighted a number of negatives of online feedback, the most common of which is the challenge to elicit student's response to feedback. Although Canvas provides the facility for students to comment on feedback which was also highlighted as a positive of online feedback by one respondent, it is limited to assessments submitted to Canvas. Survey responses identify areas of future development including **raising awareness of options to close the feedback loop in Canvas** and **exploring similar options in other types of feedback** (e.g., virtual feedback sessions, Mentimeter). Some respondents have also been specific about the nature of technical difficulties experienced whilst providing feedback. These merit further investigation with **fixes introduced** and/or **workarounds developed and disseminated effectively** to staff.

Respondents appear to engage with a range of different feedback practices including written feedback, the use of rubrics, online feedback sessions, and audio/video-based feedback. Many of the alternative forms of feedback such as rubrics and audio feedback have been cited in favourable terms. It could be explored if such feedback practices can be formed into **case studies** and disseminated to facilitate wider adoption, as well as address some of the challenges reported of online feedback (e.g., written feedback not adequate alternative to synchronous, verbal feedback).

4.7 Staff confidence in institutional educational technologies

This section presents results of a Likert scale question which asked respondents to **rate their confidence in completing tasks associated with institutional educational technologies**. The results are presented as a stacked bar chart in figure 19 below. A stacked bar against each task/tools presents the percentage of respondents who said they were confident (indicated by blue), had some confidence (indicated by green), or had no confidence (indicated by red) in it, or were not aware of the tool/feature (indicated by grey). The stack bars have been ordered by tasks/tools with highest combined response for 'no confidence' and 'not aware of tool/feature'.

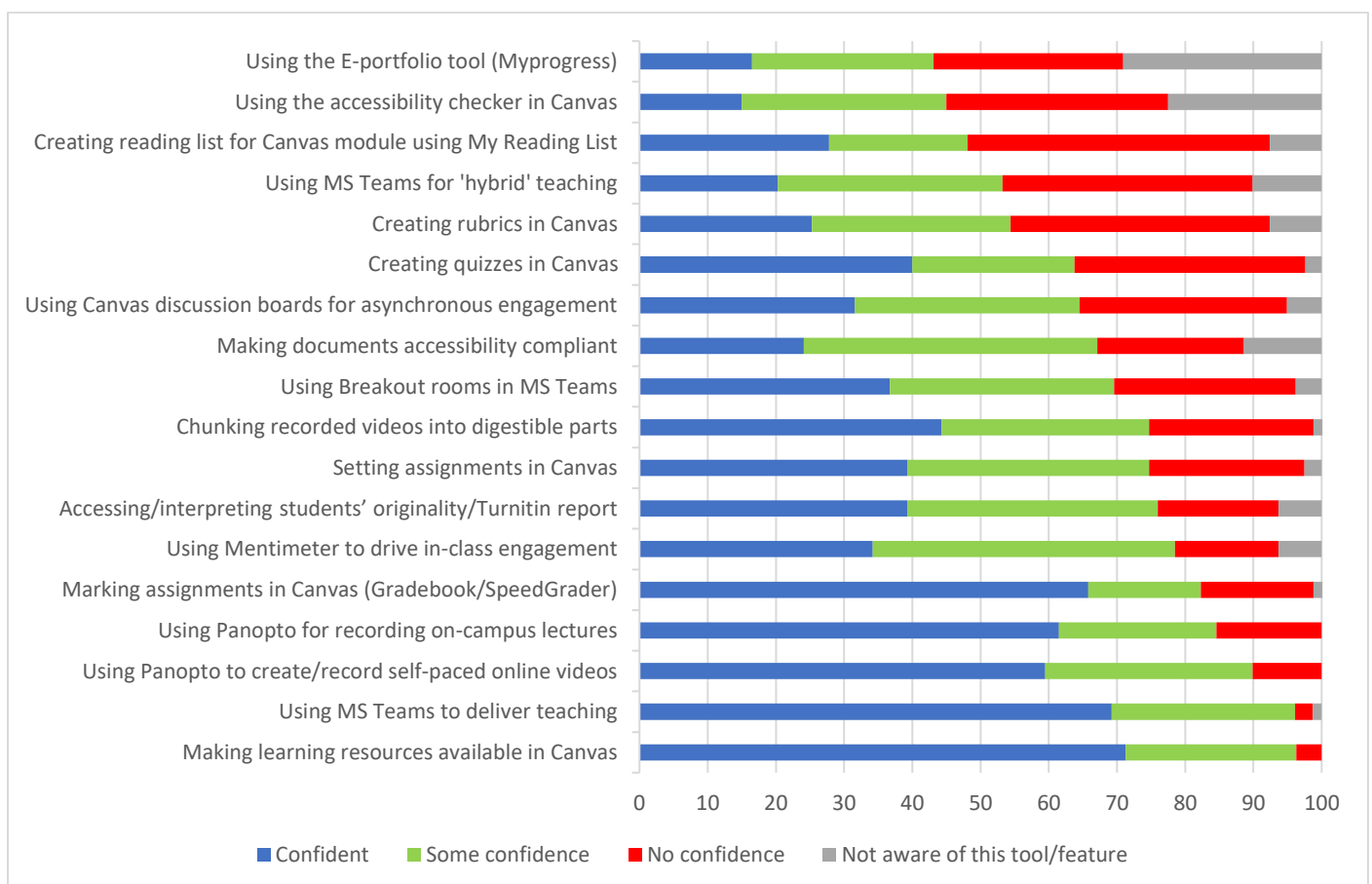


Figure 19: Staff confidence in tasks associated with institutional educational technologies

As can be seen from figure 11 above, the **e-portfolio** tool tops the list of tools/activities that respondents either have no confidence in, or are not aware of (57% of respondents selected these two options). This is followed closely by **the use of accessibility checker in Canvas** (55% respondents selecting the two options) and **creating reading list for Canvas module using My Reading List** (52% respondents). Other tools that significant number of respondents have either no confidence in using, or are not aware of include using **MS Teams for 'hybrid' teaching** (47% respondents), **creating rubrics in Canvas** (46%), **creating quizzes in Canvas** (36%), and **Canvas discussion boards** (36%). At the opposite end of the table, knowing **how to make learning resources available in Canvas** and **the use of MS Teams for delivering online teaching** were the activities the least number of respondents had no confidence in using (4% respondents each). Other tools/activities in the same vicinity include using **Panopto to create/record asynchronous/self-paced online videos** (10% respondents) and for **recording on-campus lectures** (15%).

Summary and reflections

The results provide useful insights into respondents' capabilities in institutional educational technologies. The use of e-portfolio tools is limited to certain disciplines whereas the reading list tool has been rolled out recently, which explains why these two tools top the table. The low numbers on the opposite end of the table, i.e., knowing how to make learning resources available in Canvas, the use of MS Teams for delivering online teaching, and the use of Panopto for creating asynchronous recordings and on campus lecture capture, are not surprising as these are core institutional educational technologies.

Respondents' lack of skills in the use of accessibility checker in Canvas is concerning in light of the new accessibility regulation which requires learning resources to meet accessibility requirements. In addition, only 24% of respondents report confidence in making documents accessibility compliant. In light of this result, future staff development provision for institutional technologies should accord digital accessibility an area of priority. The numbers for Canvas quizzes, given the educational affordances of concept checks (which have also been highlighted by survey respondents and reported earlier in this document) and their popularity with students, are also not encouraging and should feature prominently in future staff development.

Although the number of respondents with no confidence in or lack of awareness of core institutional educational technologies (i.e., making resources available in Canvas, use of Panopto for lecture capture and asynchronous teaching) is low, this number is concerning if respondents who reported these scores are not new members of staff, and if the numbers are reflective of

institution wide staff capabilities. All staff should be confident in the use of core educational technologies. This merits further exploration so that staff provision can be catered to accordingly.

4.8 Staff requirements for professional development related to blended education

This section presents results of a list question where respondents were presented a **list of professional development activities related to blended education and asked to indicate if they required information or advice on it**. The results, ordered by professional development activities receiving highest to lowest response, are presented in table 2 below.

Pedagogical advice, technical support and/or training	Number of responses
Promoting student engagement in online lectures	41 (51.2%)
Designing and delivering 'hybrid' teaching	36 (45%)
Using technology to promote student engagement in on-campus lectures	34 (42.5%)
Diversifying assessments (peer assessments, formative assessments, group assessments, alternative assessment types e.g., podcasts, student-led projects)	32 (40%)
Designing flipped teaching	29 (36.3%)
Providing feedback in different formats	28 (35%)
Monitoring student engagement	28 (35%)
Designing rubrics for assessments	25 (31.3%)
Writing MCQs for higher order learning	25 (31.3%)
Creating accessible learning resources	24 (30%)
Designing interactivity into on-campus sessions	23 (28.7%)
Using and moderating discussion boards for asynchronous collaboration	21 (26.3%)
Designing self-directed learning materials on Canvas	20 (25%)
Facilitating small group teaching online	18 (22.5%)
Crafting learning outcomes	13 (16.3%)

Table 2: Staff requirements for professional development related to blended education

Respondents were also asked to indicate, via an open box question, **pedagogical advice, technical support and/or training they still require to design and deliver blended learning and online assessments**. When answering the question, respondents were asked to consider any advice or support they require for making lectures more engaging and interactive, and opportunities for formative assessments and practice to students. Valid responses for the question were 36. Themes encapsulating participant responses are presented in figure 20 (next page).

Responses that were similar to the options provided in table 2 have not been included. Whilst most themes should be self-explanatory, responses under the theme ‘technical support’ include support for hybrid teaching (n=1), delivering teams sessions (n=1), and support for using university laptop and mac computers (n=1).

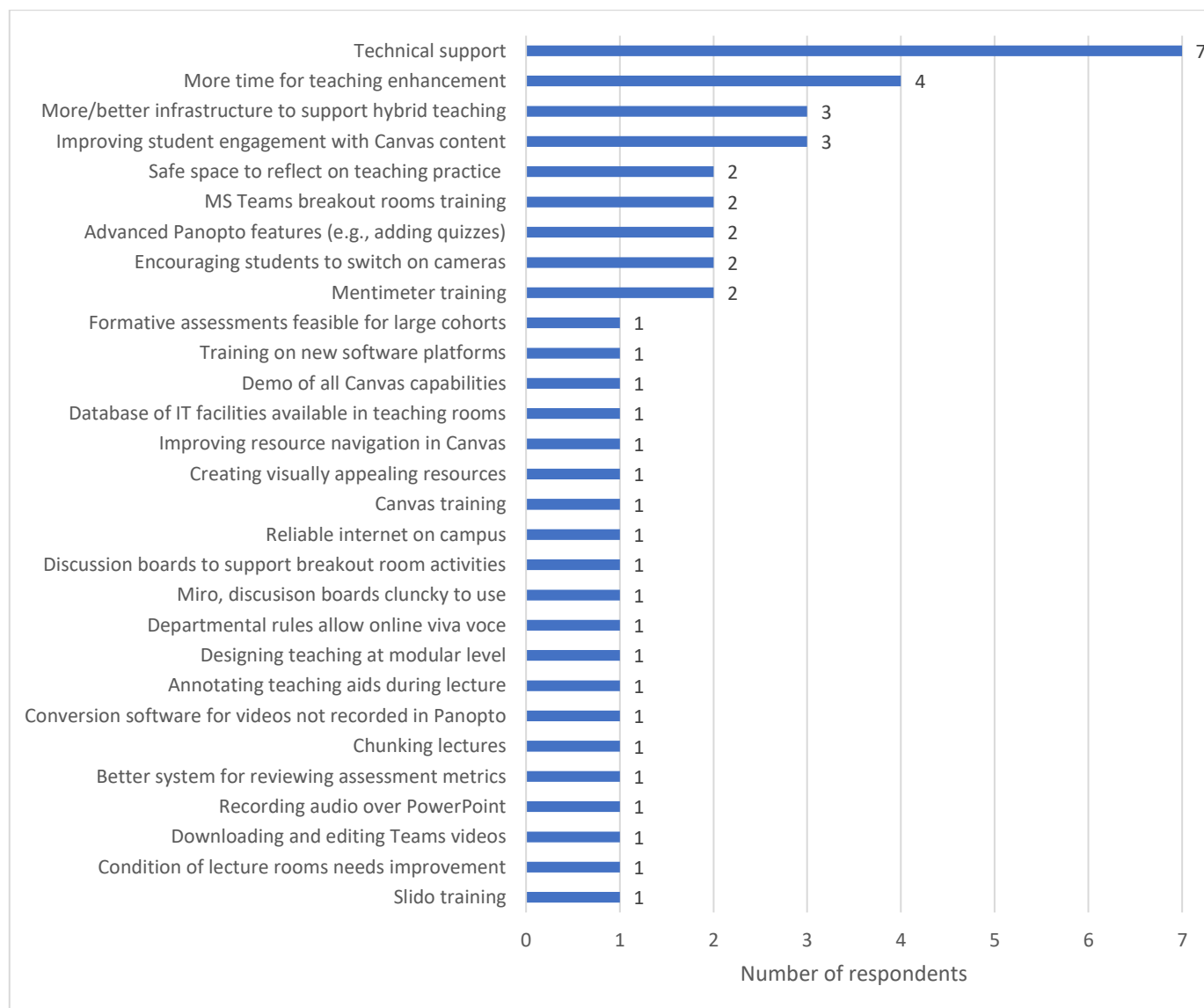


Figure 20: pedagogical advice, technical support and/or training they still require to design and deliver blended learning and online assessments

Summary and reflections

It appears that the institutional approach to blended education must be supported by guidance and training on how to promote engagement in online settings, designing and delivering effective hybrid teaching, using technology to deliver and enhance teaching that promotes on-campus interactivity in f2f settings, and diversifying assessments (including raising awareness of options to close the feedback loop in Canvas as identified in section 4.5). It is interesting to note that whilst most respondents have little or no confidence in digital accessibility (figure 19), only 30% said that they wanted further advice on creating accessible learning resources.

4.9 Miscellaneous comments

This section presents responses to the question ‘any other comments’. Total responses received for this question were 28.

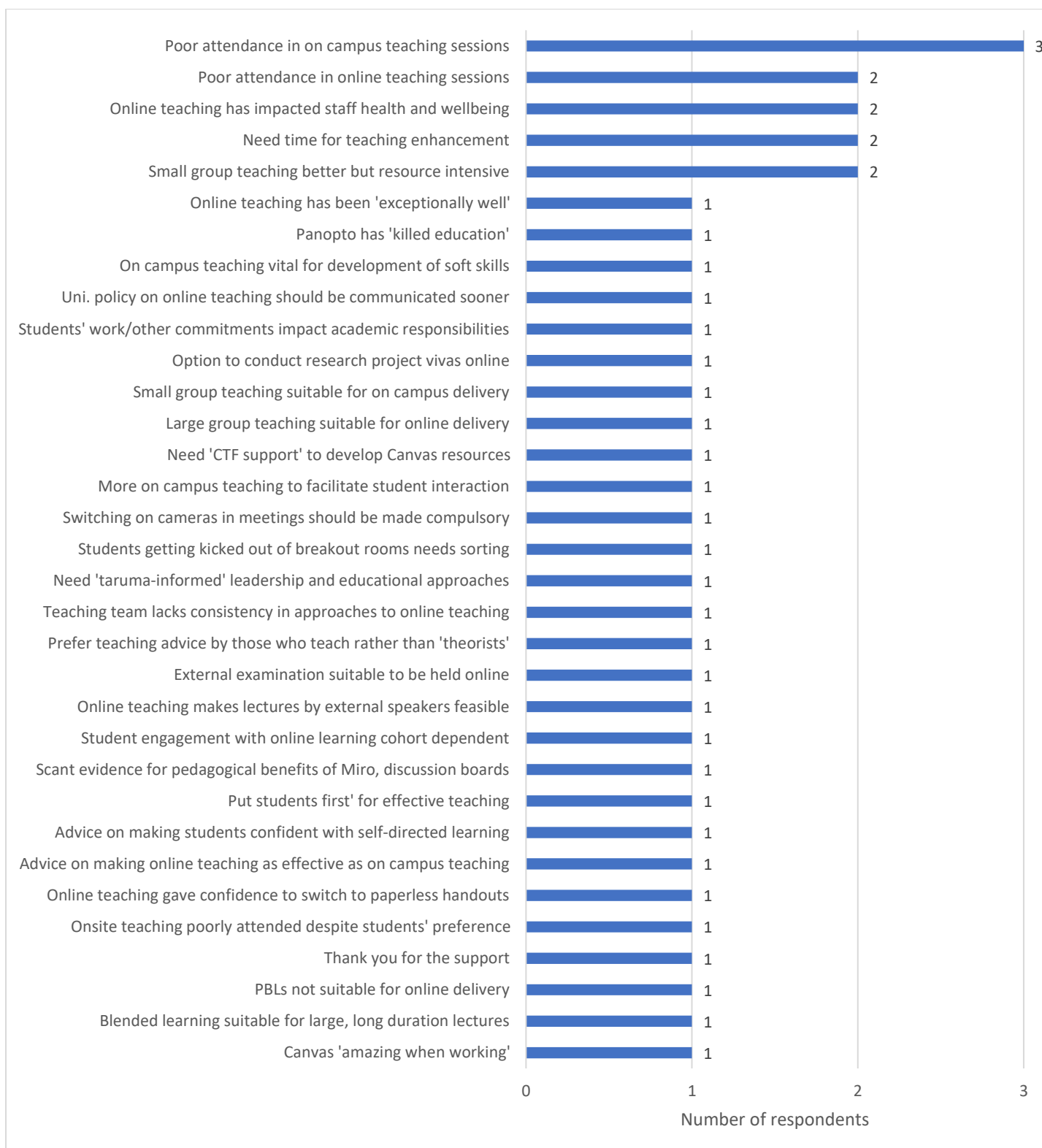


Figure 21: Themes summarising staff responses to the question ‘any other comments’

Appendix

All qualitative comments can be found in [this Excel workbook](#). Questions for each section have been provided in separate sheets. Question stem can be found in the first row of a sheet.