

Student Experience Literature Review – SEEL Project Work Package 1

P 1.1: LITERATURE REVIEW OF EXISTING AND CURRENT WORK ON THE EVALUATION OF STUDENTS' EXPERIENCES OF E-LEARNING

Date	Author & Title of Published Work or other report	Contribution/recommendation/deliverable re. Student Experiences of e-Learning	Methods	Tools	Rating for SEEL use
2007	<p><i>Summary JISC Digital Guide:</i></p> <p>JISC (2007) <i>Learner Experiences of e-Learning Report Methods for evaluating the learner experience of e-Learning</i></p> <p>Summarises results and recommendations from:</p> <p>(1) <i>the Scoping Study (Sharpe et al, 2005);</i></p> <p>(2) <i>The LEX Project (Learners' EXperiences of e-Learning – rich data from 55 Post-16 participants. It focused exclusively on the learner voice and used Interpretative Phenomenological Approach (IPA) in education, developing its own 'Interview Plus' method (Creanor, et al., 2006; Mayes, 2006).</i></p> <p>(3) <i>The LXP Project (Learner Experiences of e-Learning) emphasis on disciplinary influences: it used matrices to map technology against the learning activities in which they were being used, and used audio logs to collect data (Conole et al., 2006).</i></p> <p>Key References in the Summary Guide:</p> <p>Conole, G., de Laat, M., Dillon, T. & Darby, J. (2006) <i>JISC LXP. Student experiences of technologies. Final report.</i></p> <p>Creanor, L., Trinder, K., Gowan, D., Howells, C. (2006) <i>LEX. The learner experience of e-learning final report.</i></p>	<p>The studies recorded 'moments' in learners' lives in their own voices to give a vivid insight into individual experiences as they used e-learning. Difficult to generalise, but themes were drawn out as below.</p> <p>Learner experience studies suggest a need for further research using these methods:</p> <ul style="list-style-type: none"> • Longitudinal studies (since most current studies take 'snapshots' of moments in learners' lives). • Comparison of <i>actual</i> use of technologies with <i>expected</i> use re. course design and/or tutor expectations to investigate the 'underworld' of digital communication among learners. (<i>Need to recognise the informal and holistic as well as the formal and specifically course-related</i>). • Purposive sampling of learners, such as FE, ACL and WBL • Data collection techniques using guided recall (eg 'interview plus') or at the time techniques (eg audio logs) for rich qualitative data. • Research designs using a variety of data collection techniques (to ensure 	<p>Longitudinal study</p> <p>Comparative studies of <i>actual</i> vs. <i>expected</i> usage</p> <p>Listen to the informal and holistic</p> <p>Purposive Sampling of Learners (e.g. extremely active e-learners, to minimally active; disempowered groups)</p> <p>'Interview Plus' Audio logs</p> <p>Rich qualitative naturalistic methods capturing stories</p> <p>Use multiple methods and be mixed mode (e.g. diaries; observations; interviews; focus groups)</p> <p><i>LXP used an online survey, audio diaries and follow-up interviews, and compared comments from the survey with interviews.</i></p> <p>Use semi-structured interviews and be open-ended, e.g. <i>funnel interview structure</i>. Start the interview with open, holistic,</p>	<p>Wide range of tools included in these studies.</p>	<p>++++ Essential overview for SEEL.</p>

	<p>Mayes, T. (2006). <i>L E X – Methodology Report September</i></p> <p>Sharpe, R., Benfield, G., Lessner, E. and De Cicco, E. (2005). <i>Final Report: Scoping Study for the Pedagogy strand of the JISC e-Learning Programme.</i></p> <p>Sharpe, R., Benfield, G., Roberts, G. and Francis, R. (2006). <i>The undergraduate experience of blended e-learning: view of UK literature and practice undertaken for the Higher Education Academy.</i></p>	<p>validity).</p> <ul style="list-style-type: none"> • Research conforming to good, explicit ethical principles. • Shift the focus to the learner (Mayes, 2006). 	<p>broad questions, narrowing to a more specific focus on examples of technology-enriched learning activities as the interview progresses.</p> <p>Focus on learners Elicit learners' beliefs, tacit understandings, expectations and intentions. Talk about learning with learners</p> <p>Employ a clear, good ethics framework</p>		
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2007	JISC <i>Outcomes from the Learner Experience of e-Learning work</i> at: www.jisc.ac.uk/elp_learneroutcomes	Umbrella gateway to a number of different resources analysed below. Includes links to all the major studies in LEX and LXP.	Collection of material gathered together by JISC from the LEX, LXP projects and related studies on Learner Experiences of e-Learning.	Very wide range of tools used in this large collection.	+++++ Essential resource.
2007	JISC <i>In Their Own Words: Exploring the learner's perspective on e-learning</i> , JISC, HEFCE, book publication with CDROM, instruction sheets and guides. See also the summary JISC guide above and the website, which also report on this work.	Overview guide synthesising outcomes from the first phase of the Learner Experiences of e-Learning Theme of the JISC e-Learning Programme. Outcomes include the scoping study and literature review, methodology report and summary of the LEX and LXP studies (see below and above) plus five video case studies of experiences of e-learning from learners themselves.	Qualitative studies, quotations from learners, written case studies, information sheets, video case studies, guides summarising the key findings from the Phase 1 Learner Experiences studies. Methods used in the studies are reported also below.	Wide range of tools used from the projects reported in this overview.	+++++ Essential resource
2006	Conole, G., de Laat, M., Dillon, T. & Darby, J. (2006) JISC LXP. <i>Student experiences of technologies. Final report.</i> Available from: www.jisc.ac.uk/media/documents/programmes/e-learning_pedagogy/lxp%20project%20final%20report%20dec%2006.pdf	The project suggested a profound shift was taking place in the way students were learning, reporting empirical evidence that there was a rich and complex inter-relationship between individual students and e-learning tools. Students were generally comfortable, sophisticated and critical users of technology. Students first port of call was the web, but they also appropriated multiple technologies	Key research questions were: • How do learners engage with and experience e-learning? - What is their perception of e-learning? - What do e-learners do when they are learning with technology?	Dialog Plus taxonomy and learning activities captured in the DialogPlus toolkit SPSS to analyse quantitative data	+++++ Use of narratives to describe the student experience offer opportunities to get closer to the student voice & their real experiences. The

		<p>to meet their personal, individual needs, drawing on an advanced mixture of formal (e.g. Word, Powerpoint, Excel, stats packages) and informal (e.g. Web 2.0, social networking, email, MSN chat, Skype, mobile phones, blogs) e-learning tools and resources in flexible, complex, creative ways, notably to communicate with peers and tutors. <i>The PC remained students' central learning tool and they were used to having easy access to information.</i> The concept of 'time' appeared to be changing to connected, synchronous 'anytime anywhere' learning.</p> <p>The focus of the project was on collecting learner stories about their experiences of e-learning. This included student use and perception of technology in both formal and informal senses of learning.</p> <p>The project considered learning in different subject disciplines (across four of the UK's HE Academy subject centres: Medicine, Dentistry and Veterinary Medicine; Economics; Information & Computer Sciences; and Languages & Linguistics) so that the way students learnt and use of e-learning could be tracked across subject areas.</p> <p>One of the most significant points made was that the medium itself is not the most important factor in any educational programme. What matters is how it is creatively exploited and constructively aligned.</p> <p>There appear to be distinct differences between the experiences of students on Economics and Linguistics courses and those on Computer and Medicine courses. Suggests a need to survey within different disciplinary contexts, using Bernstein's categories of</p>	<p>- What strategies do e-learners use and what is effective?</p> <ul style="list-style-type: none"> • How does e-learning relate to and contribute to the whole learning experience? - How do learners manage to fit e-learning around their traditional learning activities? <p>The methodological approach consisted of two phases – a wider contextual review of the use of technologies across a broad spectrum of students using an online survey and a more in-depth series of individual case studies of technology use gathered through student audio log diaries and interviews.</p> <p>Data collection consisted of three main sources:</p> <ul style="list-style-type: none"> • information derived from the online survey • data gathered through audio logs and • transcripts from the interviews. <p>This focused on the actual learner experience.</p> <ul style="list-style-type: none"> - Audio log diaries - Student interviews - Case studies - Online survey <p>Interpretative framework combined phenomenographic and ethnographic approaches. Narratives of case studies were developed.</p>	<p>Qualitative data manipulated in Excel</p> <p>Audio logging</p>	<p>approach facilitates contextualisation of learners' environments and the reality of learning.</p> <p><i>This would be a useful model for SEEL to adopt.</i></p>
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2006	<p>Creanor, L., Trinder, K., Gowan, D., Howells, C. (2006) <i>LEX. The learner experience of e-learning final report.</i></p> <p>Available from: www.jisc.ac.uk/uploaded_documents/LEX%20Final%20Report_August06.pdf</p>	<p>‘singular and region’ subject areas.</p> <p>A learner experience focussed study. The study examined learner experiences and expectations of e-learning across ‘the broad range of further, higher, adult, community and work-based learning’.</p> <p>Themes indicated requiring further research included:</p> <ul style="list-style-type: none"> • The ‘underworld’ of digital communication amongst learners • The role of informal learning with technology and its impact on mainstream learning • The emotional aspect of e-learning and its relationship to attitudes, motivation, self confidence and self esteem • The mismatch between learner expectations of e-learning and expectations of e-learning and institutional provision and support. • need to explore in the context of demographics 	<p>Face-to-face interviews, focus groups, <i>Interview Plus</i> method, Interpretative Phenomenological Approach</p> <p>The study focused on 3 main questions:</p> <ul style="list-style-type: none"> • characteristics of effective e-learners; • beliefs and intentions; • strategies for effective e-learning. <p>The findings led to the development of a <i>conceptual framework</i> which mapped five high level categories (life, formal learning, technology, people and time) against five influencing dimensions (control, identity, feelings, relationships and abilities).</p>	<p><i>Interview Plus</i> using <i>artefacts</i> to prompt recall supplemented by some focus groups.</p>	<p>++++</p> <p>This study focuses almost entirely on the learner voice and what makes an effective learner as a result.</p> <p>An essential resource, but probably also needs to be combined with data gathering from large group of students using e.g. online survey for SEEL’s purposes.</p>
2006	<p>Mayes, T. (2006). <i>LEX – Methodology Report</i>, Glasgow Caledonian University and Open Learning, September, 2006.</p>	<p>The LEX Methodology Report describes the methods used in the LEX project and gives the rationale for the selection of the methodology. It also outlines guidelines for other researchers who want to adopt the approach used by LEX. The LEX project aimed to enable ‘<i>the learner voice</i>’ to be heard re. research into e-learning, as the Scoping Study had found that there had been a predominance of studies focusing on practitioners’ perspectives, not on those of learners.</p>	<p>The LEX Methodology report summarises LEX methods used:</p> <ul style="list-style-type: none"> • Naturalistic • Small sample size for ‘bottom-up’ (inductive) ideographic analysis of semi-structured interviews • Captures complexity and authenticity of case studies 	<p>6 Focus groups and 22 semi-structured interviews with artefacts including learning journals, learning logs, course materials, discussion boards, reflective blogs</p>	<p>+++++</p> <p>Essential resource. Excellent report providing very useful summary and overview of LEX methodology: very helpful for SEEL to emulate this method re. sampling.</p>

			<ul style="list-style-type: none"> • Obtains learners' stories • Uses purposive sampling • Focuses on specific e-learning contexts, not on types of activities • Employs semi-structured interview schedules • Uses <i>Interview Plus</i> IPA method including learners' diaries, observations, learners' progress files, students' work, tracking and monitoring data from VLE. • Six guiding principles of the <i>Scoping Study</i>: open-ended, mixed mode, triangulated, accessing beliefs and intentions, talking about learning with learners. • Recommends research design asking questions tackling holistic experience, enabling learners' voices to shine through. • Recommends methods for recruiting participants. • Themes identified were mapped into a grid with five high level categories relating to: <i>life, formal learning, technology, people and time</i>, within which were the following five further dimensions: <i>control, identity, feelings, relationships, abilities</i>. • A cross-cutting framework was mapped for LEX giving example quotes for each of the themes. 	<p>interviews and artefact usage. Suggest a combination of this re. LEX method and also aspects of LXP method above re. survey and audio logs.</p> <p><i>This would be a useful model for SEEL to adopt.</i></p>
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2005	<p>Sharpe, R., Benfield, G., Lessner, E. and De Cicco, E. (2005). <i>Final Report: Scoping Study for the Pedagogy strand of the JISC e-Learning Programme.</i></p> <p>Available from: www.jisc.ac.uk/uploaded_documents/scoping%20study%20final%20report%20v4.1.doc</p>	<p>N.B. <i>Both the LEX and LXP projects arose from the recommendations of this Sharpe et al. (2005) Scoping Study.</i></p> <p>The Scoping Study report focused on reviewing literature emphasising <i>the learner's voice</i> in the student experience. It focused on engagement and what impacts upon the student experience. An explanation for the narrow focus of much e-learning research to date is offered and a more holistic approach proposed to relate the e-learning experience to other learning experiences rather than evaluate e-learning in isolation.</p> <p>An emphasis is made on the need to consider e-learning in the widest sense possible and the need to evaluate how technology relates to students' life and learning in the wider sense.</p> <p>The idea of a <i>novice-expert e-learner continuum</i> is an interesting one which could shed light on a way of classifying our e-learners and consider their growth re. the pedagogic approach to their learning.</p> <p>The following principles guided data collection:</p> <ul style="list-style-type: none"> • Open ended techniques – to allow for emergence • Mixed mode of methodology to facilitate individual perspectives • Triangulated data collection • Use of think-aloud protocols in conversation of e-learning use to access underlying beliefs and intentions • Purposeful sampling 	<p>It is proposed that the methodology needs to be as open-ended and empowering as possible so that it is the <i>students</i> who have the opportunity to highlight the issues that have affected them.</p> <p>Consistency or rather lack of consistency in reporting of the student experience was clear. The complexity of the student experience of e-learning and the wide range of experiences students had was evident. Two significant gaps were identified in data collection mythologies including narratives to capture the diversity of the students use of technology in their studies and an attempt to elicit beliefs and intentions</p> <p>Methodology included 'interview plus' where the 'plus' represented an artefact of activity to guide recall//thinking.</p>	<p>Learners own diary Observation Learners files (recording progress) Transcripts of discussion board postings</p>	<p>The key element this study brings is that it does not consider the e-learning experience of the learner in isolation but in relation to the larger learning experience. Its broad scope provides insight into the complex range of factors that affect the student experience.</p> <p>The concept of a learners' continuum adds another dimension – <i>novice vs expert e-learners.</i></p>

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		Emerging themes: <i>emotionality, time management, e-learning skills, pedagogy, tutor influence, learner differences and effectiveness as an e-learner.</i>			
2006	<p>Sharpe, R., Benfield, G., Roberts, G. and Francis, R. (2006). <i>The undergraduate experience of blended e-learning: a review of UK literature and practice undertaken for the Higher Education Academy.</i></p> <p>Available from: www.heacademy.ac.uk/research/Sharpe_Benfield_Roberts_Francis.pdf</p>	<p>Broad scale review of 300 studies of blended e-learning and the student experience in undergraduate HE representative of the UK. Very relevant to the university as it focuses on blended e-learning supporting traditional teaching methods.</p> <p>Success factors merging for blended e-learning were identified to aid practice.</p>	<p>In order that the findings of the review of blended learning was grounded in practice, the methodology combined traditional desk research with institutional visits to long standing providers of blended e-learning and semi structured interviews with key personnel.</p> <p>A wide range of universities were represented including post-92 universities, research-intensive universities and those supporting a regional area.</p>	<p>Dimensions of blended e-learning identified included:</p> <ul style="list-style-type: none"> • Technology • Chronology • Locus • Roles • Pedagogy • Focus • Direction (of learning) <p>Collection of unpublished reports and documents from different institutions to contextualise the understanding of blended e-learning experienced by students</p>	<p>The study relates closely to the context SEEL will research. Dimensions of blended learning identified which provide differing perspectives: Delivery modes technology chronology locus roles pedagogy focus direction.</p>
2002	Entwistle, N. McCune V. & Hounsell, J. (2002) <i>Approaches to studying and perceptions of university teaching learning environments</i>	<p>A major research project aiming to define the most salient aspects of teaching-learning environments in HE. It considers learning and studying and the experiences of teaching and learning.</p>	<p>Conceptual frameworks developed -conceptual map of some of the influences on understanding -concepts relating to the quality of learning at university --conceptual map of the 'inner' teaching- learning environment</p>	<p>ELTQ questionnaire to capture the student approaches to studying and their perceptions of teaching ETLQ questionnaire to capture experiences of teaching and learning</p>	<p>Identified the main components of effective studying and learning for students and study behaviour which could provide useful insights and frameworks for SEEL.</p>

				<p>Summative scaling used in questionnaires.</p> <p>Relationships between the results of the questionnaires were correlated using Spearman correlations and compared.</p>	
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2001	Valenat, A. therricault, D Dieter, M. & Mrtek, R. (2001) <i>Identifying student learning attitudes and learning styles in distance education</i>	Research project which explored the opinions held by students with regard to technology and its application to education considering traditional undergraduate students and non traditional graduate students (i.e. adult learners)	<p>Hybrid methodology of qualitative and quantitative statistical techniques was used to uncover shared opinions on a specific topic. Small sample sizes used Q methodology.</p> <p>Qualitative methods allowed participants to express their subjective opinions and quantitative methods used of Q methodology using factor analysis data-reduction and induction to provide useful insights into opinion formation and to generate testable hypothesis.</p> <p>3 stage approach 1. developing set of statements 2. Having participants sort statements along a continuum of preference 3. analysing and interpreting the data</p> <p>Nominal group technique used collect together a large no. of items relating it to the application of technology in education. "3 statements represented the final Q set.</p>		<p>Opinion types were identified which could aid research of students and the effectiveness of their online courses. The opinion types identified were:</p> <ul style="list-style-type: none"> • Students with issues of time and structure in learning • Social interaction with learning • Convenience in learning <p>Suggested correlation between opinion and learning style types.</p>
2006	Enew, C. Fernandez-Young, A <i>Weapons of mass instruction? The rhetoric and reality of online learning</i>	Suggests that the development of online learning as a substitute for more traditional delivery has been limited beyond the campus based model. Suggests a failure to understand the market place and a focus on technological possibility rather than customer wants.	Draws on a variety of published secondary sources and author experience of working in the UL e-University		Useful perspective on the reality of online learning in University settings

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2003	Selwyn, N <i>Understanding students' (non) use of information and communications technology in university</i> working paper	Provides an overview of the use and non use of information and technology communications in university. Identified that students' (non) use of ICT is complex, fluid and ambiguous. Gives consideration to how ICT might be more meaningfully integrated into the University curricula.	Secondary research		
2006	Richardson J (2006) investigating the relationship between student's perception of their academic environment and variations in study behaviour in distance education. <i>British Journal of Educational Psychology</i> (2006) 76. 867 - 893	Large quantitative study of OU students. Path analysis used to assess the causal relationship among the student's age, gender, prior qualifications, their scores on a Course Experience questionnaire, scores on an approaches to studying inventory, overall marks and ratings of satisfaction Complex study but links demographics, experiences etc in a coherent quantitative methodology. This study suggests a causal link between the student perceptions of their academic context and their study behaviour within that context. It also highlights the relationship between perceptions of good learning materials and overall satisfaction and study behaviour	Stats analysis using path analysis	Course Experience questionnaire, Wilson et al 1997 Approaches to study inventory Ramsden and Entwistle (1981)	++++
2007	Richardson J (2007) Motives attitudes and approaches to studying in distance education. <i>Higher Education</i> 54: 385 - 416	Again quantitative path analysis investigating the relationship between demographic characteristics, motives and attitudes to studying, self reported study behaviour and measures of outcome. Approaches to studying in HE are driven by students' motives and attitudes and that motives and attitudes are driven by ability of student to adopt congenial approaches to studying. Attempts to enhance the quality of student learning in HE need to address motives and attitudes as well as study behaviour	Stats analysis using path analysis	(Entwistle et al 2000 Revised Approaches to Studying Inventory) And Motivated Strategies and Learning Questionnaire (Pintrich et al 1991 1993)	+++++
2004	Aspden, L. & Helm, P. (2004), <i>Researching</i>	Investigation into student learning grounded in	<i>Interview Plus</i> method used.		<i>Interview Plus</i>

	<p><i>Networked Learning - critically reviewing an adaptive evaluation.</i> Paper presented at Networked Learning 2004.</p> <p>www.shef.ac.uk/nlc2004/Proceedings/Individual_Papers/Aspden_Helm.htm</p>	<p>student experience. Use of Interview Plus method, but JISC Scoping Study found that no results were reported.</p>			<p>method. +++++</p>
2004	<p>Moore & Aspen, L. (2004) Coping, adapting, evolving: the student experience of e-learning., <i>Library and Information Update, Sheffield Hallam University</i>, April 2004.</p> <p>http://www.cilip.org.uk/publications/updatemagazine/archive/archive2004/april/update0404a.htm</p>	<p>A series of case studies illustrating the different ways in which Blackboard was being used by the staff, and the motivations behind its use.</p> <p>Building on this, two separate but interlinked phases of qualitative research took a student-centred approach to generating data, concentrating on issues important to learners.</p> <p>The first phase involved combined interviews and observations of students who had a significant proportion of their learning ported through Blackboard (defined as those enrolled on four or more individual Blackboard sites). In total, 22 students took part, and this combined methodology provided some interesting and often surprising insights into how students were interacting with the VLE.</p> <p>For the second phase, 10 students were recruited to keep <i>reflective learning diaries</i> for a period of two weeks each, at the end of which they took part in an in-depth interview about their learning experience. There were clear messages about skills development, resource provision and study environments. Example of <i>Interviews plus</i> and reflective diaries.</p>	<p>Case studies, interviews and observations of students, Interview Plus method and use of reflective diaries.</p>	<p>Blackboard</p>	<p><i>Interview Plus</i> method and use of reflective diaries.</p>

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2005	<p>Attewell, J. (2005), <i>Mobile technologies and learning: a technology update and m-learning project summary</i>, LSDA.</p> <p>Available from:</p> <p>http://www.lsda.org.uk (previously the Learning and Skills Development Agency, now LSN, Learning and Skills Network) .</p>	<p>Analysis of evidence collected during this research suggests that the use of mobile learning may have a positive contribution to make in the following areas:</p> <p><i>m-learning helps :</i></p> <ul style="list-style-type: none"> • learners to improve literacy and numeracy skills and recognise their existing abilities • can be used to encourage independent and collaborative learning experiences • learners to identify areas where they need assistance and support • to combat resistance to the use of ICT and can help bridge the gap between mobile phone literacy and ICT literacy • to remove some of the formality from the learning experience and engages reluctant learners • learners to remain more focused for longer periods • to raise self-esteem • to raise self-confidence 	<p>Reflective analysis of evidence from research.</p>	<p>m-learning: use of mobile communications in learning.</p>	
2003	<p>Bradley, S. & Woodford, R. (2003), <i>Support for Dyslexic Students within the Virtual Learning Environment</i>, ALT-C 2003.</p> <p>http://www.shef.ac.uk/alt/postconf/papers/all/index.htm#</p>	<p>There are few published papers on the impact of VLEs as a learning technology on dyslexic students in higher education, although re. the Disability Discrimination Act Part IV re. e-learning and VLEs: the national working party (HEFCE 1999) estimates that 2% of any student population could be dyslexic. This paper looks at the way in which VLEs can be used as a vehicle for student support, both re. peer and learning support: the VLE can be used to give this group of students a voice. Dyslexic students frequently find themselves isolated in their Schools, having no contact with other similarly disabled students. The Dyslexia Support Tutor's role becomes the</p>	<p>Reflective analysis.</p>		

		<p>central focus for all aspects of support, however one to one support becomes increasingly difficult over a number of campuses and with a potential increase in numbers.</p> <p>The VLE can provide a central resource for information and contact with other support staff. This could be widened to include specialist staff with responsibilities in for example the Learning Centre or IT support. Self-esteem is also an issue for dyslexic students; by engaging in discussion with other students they become aware that this affects a wide range of students not just themselves. It could be argued that they become part of a virtual community. Peer support can be made practical through the VLE and experiences can be shared within a "safe" environment.</p>			
2005	<p>The Future Foundation (2005), <i>Testing the Nation's TQ</i>. http://www.futurefoundation.net/TQ_pressrelease_March05.html</p>	<p>A large-scale study highlighting the digital divide regarding TQ (Technology Quotient) Reports on the results of the first ever measure of technical competence in the UK to establish the nation's TQ. The TQ measure echoes the concept of the IQ and is a compound measure of access, aptitude and attitudes to technology in the UK.</p> <p>Commissioned by Tesco Computers for Schools, the special report by the Future Foundation examines access and attitudes to technology and levels of confidence and capability in using a wide range of technologies across a range of age, demographic and regional groups.</p> <p>Importantly, TQ index measures are not only based on competence in using applications of 'new' media such as PCs, mobile phones, digital cameras and interactive TV, but it also include measures of competence with domestic equipment and labour-saving technologies such as the television, hi-fi,</p>	<p>Large-scale study using <i>Technology Quotient</i> measures.</p>		<p>Technology Competence, Diversity, Equal Opps and Digital divide issues for SEEL Consider issues relating to different student population groups, e.g. males/females; different cultures, students with disabilities; older students; 'digital natives' versus 'digital immigrants'.</p>

		<p>washing machine and microwave oven. For balance, the index gives equal weight to five different elements: <i>information technology, communications technology, entertainment technology, labour-saving technology and attitude to technology</i>. The IQ and TQ index occupy a similar range and are indexed at 100 (the average for the UK population).</p> <p>Unlike the IQ, however, the TQ is a measure of de facto competence in technology, not a measure of innate ability.</p>			
2004	<p>P. Jones, C. Miller, G. Packman and B. Thomas (2004) <i>Student and tutor perspectives of online moderation</i>, Welsh Enterprise Institute, University of Glamorgan.</p> <p>www.glam.ac.uk/bus/Research/ResUnits/WEI/wei/Publications/Paul%20Jones%20Working%20Paper40.pdf</p>	<p>This study focuses on student and tutor perceptions of effective e-moderation on an online undergraduate Enterprise degree, designed by the E-college Wales (ECW) the e-learning arm of the University of Glamorgan.</p> <p>E-moderation describes the role and duties of the online tutor. Existing research focuses predominantly on the tutor perspective and minimizes the view of the recipient in defining the role of the e-moderator.</p> <p>This study utilizes in depth semi-structured interviews with both e-moderators and students. The purpose of the research instrument was to elicit responses from students and tutors on what factors constituted effective and ineffective moderation and e-learning techniques.</p> <p>Effective e-moderation was identified by students as efficient and constructive feedback, encouraging online persona and organisation of the learning journey. E-moderators also noted these factors but in addition identified the importance of subject knowledge and technical expertise.</p> <p>This study recognises that there is a degree of commonality between tutor and student perceptions of the e-moderator role. However,</p>	In-depth semi-structured interviews with students and e-moderators.		<p>Useful method for SEEL although the focus is different (re. moderation)</p> <p>++</p>

		<p>students lack appreciation of essential activities of the role.</p> <p>A new classification of the e-moderator roles is presented, as is a conceptual framework to illustrate the attributes. The study emphasises the importance of ongoing e-moderator training to e-learning providers. Compares tutor and student perceptions of the same role and highlights differences. More evidence for pursuing the collection of student perceptions.</p>			
2004	<p>S. Lee (2004), <i>Beyond the Learner</i>, A transcript of a round table discussion at the 'Beyond the Learner' conference in Oxford.</p> <p>www.oucs.ox.ac.uk/ltg/events/beyond2004/beyondstudent.pdf</p>	<p>At this four students (2A-level, 1 undergraduate, 1 postgraduate), a school teacher, and an NUS representative were asked a range of questions related to e-learning.</p> <p>Delegates at the conference found this discussion fascinating for the informative nature of learners' views. There was some discussion of VLEs, LAMS, access to computers, IT skills, use of IT in lectures, etc.</p>	Round table discussion and transcription.		<p>Consider use of round table discussion with students and tutors and a transcription of replies.</p> <p>Useful method for SEEL +++</p>
2003	<p>J. Macdonald (2003) Assessing online collaborative learning: process and product, <i>Computers & Education</i>, 40, (4), 377-391</p>	<p>The paper explores the role of assessment re. the processes and products of online collaborative study in support of skills development, describing a qualitative case study of staff and students perspectives on two UK Open University courses which used a variety of models of online collaborative assessment. Findings underlined the importance of assessment in ensuring online participation, & in supporting the practice and development of online collaborative learning. They led to recommendations for the assessment of online collaborative learning.</p> <p>Demonstrates the importance of assessment in course design, but does not convey the learners' voice. Mix of data collection techniques, including group online interviews, telephone interviews. Important for the</p>	Group online interviews, telephone interviews. Qualitative case study.		

		findings, which place primary importance on assessment in collaborative activity.			
2003	K. McKeogh (2003) <i>Student perceptions of the use of ICTs in European education: report of a survey.</i> http://www.oscail.ie/McKeogh.pdf	Survey of 751 students taking ODL and on-campus programmes in Ireland and UK. Gives figures on ownership and usage of computers, usage and confidence in usage of computers and the internet & what they used computers for. Factor analysis revealed 3 main factors relating to respondents' attitudes to technology: computer confidence, valuing of ICTs in society generally, concerns with negative impact of technology on learning and pedagogy. Provides background figures on IT access (digital divide) that are important.	Large-scale survey using factor analysis.		Useful background figures re. digital divide for SEEL.
2004	J. Sweeney, T. O'Donoghue and C. Whitehead (2004) Traditional face-to-face and web-based tutorials: a study of university students' perspectives on the roles of tutorial participants, <i>Teaching in Higher Education</i> , 9, (3), 311-323	Study of students' perceptions of Australian tutorial system in a single university. Scoping Study thought this was a good study to report because it covers many student perceptions frequently cited elsewhere. Students had 5 f2f tutorials and one converted to an asynchronous discussion board. Sweeney conducted 12 in depth interviews with students to compare their f2f and online experiences. As common in Australia, this was a mixed group of home and international students. Defined 'perceptions' following Woods, 1983 as "frameworks by which people make sense of their world" (p.7), with 3 strands (from Blackledge & Hunt, 1985): participants intentions, participants strategies with regard to realizing their intentions, participants reasons for their intentions and strategies. Found that students reported the following interesting contradictions! * they felt free to contribute without fear of criticism "The idea of it was pretty good	Face to face tutorials Asynchronous discussion board In-depth interviews to compare face to face and online experiences.		Useful re. student voice issues but be mindful that this is an Australian study.

		<p>because it gives you a chance to speak out without being in direct contact with others and offending" (Asian Male), AND that having a written, permanent record made them feel more vulnerable "people are going to look at it [your comment] again and again, and then there are people from other tutes who are going to look at it, and your name is beside it." (Australian female)</p> <p>* students appreciated the shift in emphasis from tutor led f2f tutorials to more collaborative discussions with peers online AND expected to have a 'model answer' from the tutor</p> <p>* students appreciated that working online allowed them to offer more considered responses AND highlighted the time needed to contribute effectively to online discussions, particularly noting that they needed to return frequently to check for new messages.</p> <p>Sweeney commented that there was a perception that the bulletin board tutorial reduced race and gender-based inhibitions, but the design of this study isn't able to provide evidence for this. Other research has looked at this.</p> <p>Finally, the study highlights the differences in perceptions between individuals.</p> <p>Sweeney concludes that some students viewed the discussion board as hard work, requiring reflection and time. Others viewed it as offering deep learning and freedom of speech. Different variables might explain such individual differences.</p> <p>Strong on student voice. Individual interviews only, focus on 'blend' of 'e' & non-'e' – unusually, explicitly identifies power issues.</p>			
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