

The place of videoconferencing within Hybrid-Flexible Education at UHI

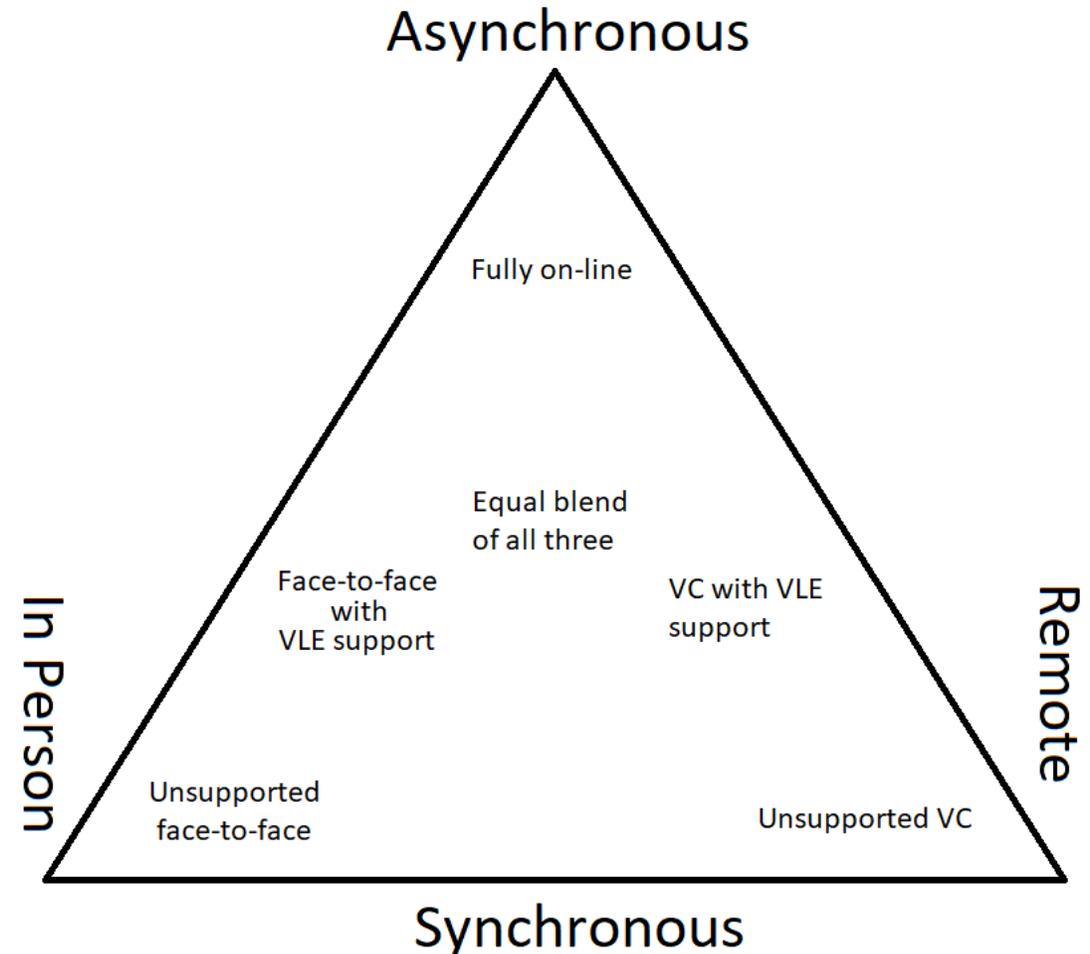
Simon Clarke, May 2022

HyFlex Learning and Teaching Survey;

Data collected from 88 staff and 205 students at UHI, 7 Jan 2022 to 4
Mar 2022, using the Jisc Online Survey Tool

HyFlex or hybrid-flexible education

- HyFlex is not just blended
- choice to participate synchronously or asynchronously
- choice to attend either in person or remotely
- same learning outcomes regardless of mode of attendance
- agency lies with the student (but not in circumstances of their choosing!)

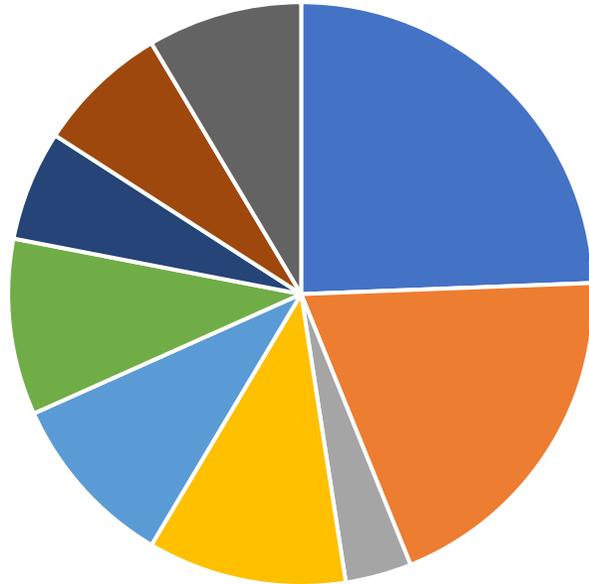


Survey of Learning and Teaching experience at UHI

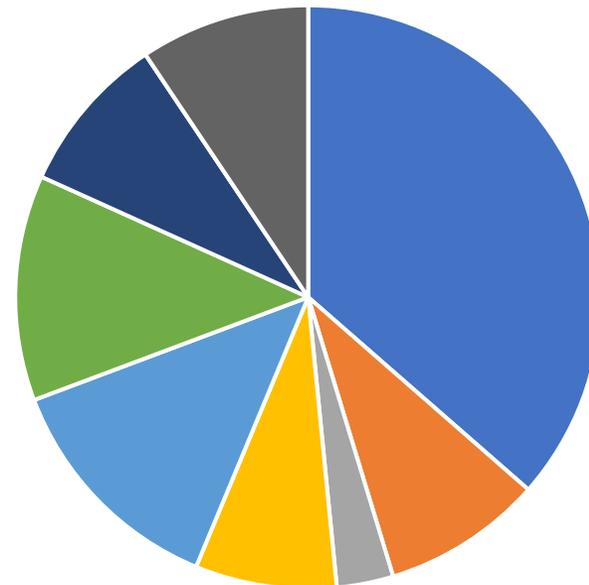
- 30 questions (both multichoice and continuous text)
 - Individual circumstances; staff / student, sex, age etc
 - What blend of Learning and Teaching?
 - How different elements were rated?
 - What degree of choice / Hyflex was beneficial?
- Launched after end of semester 1, closed early semester 2; represents a moment in time.

Discipline Areas

Staff, sample 88



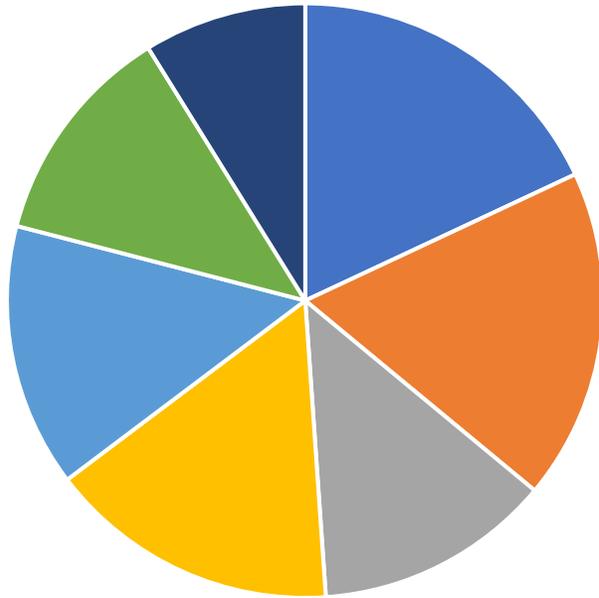
Students, sample 204



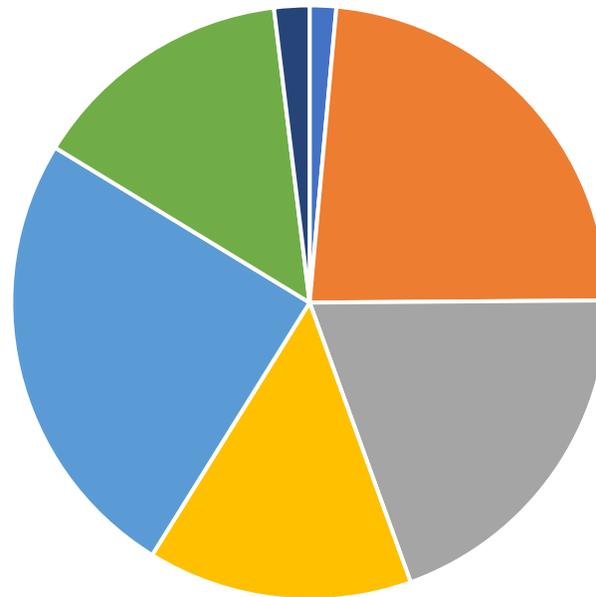
- Humanities
- Education
- Gaelic
- Business, Admin and Computing
- Creative Industries
- Health and Care
- Social Sciences
- Core Skills and Support for Learning
- Practical Courses: Hospitality, Construction, Engineering etc

Level of Learning and Teaching

Staff (sample 88)



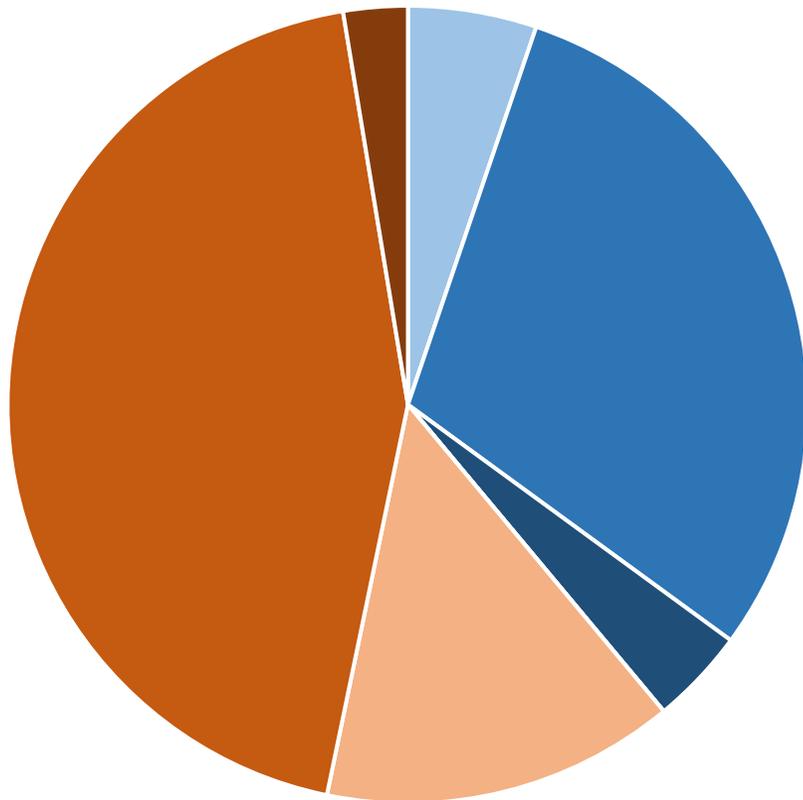
Students (sample 204)



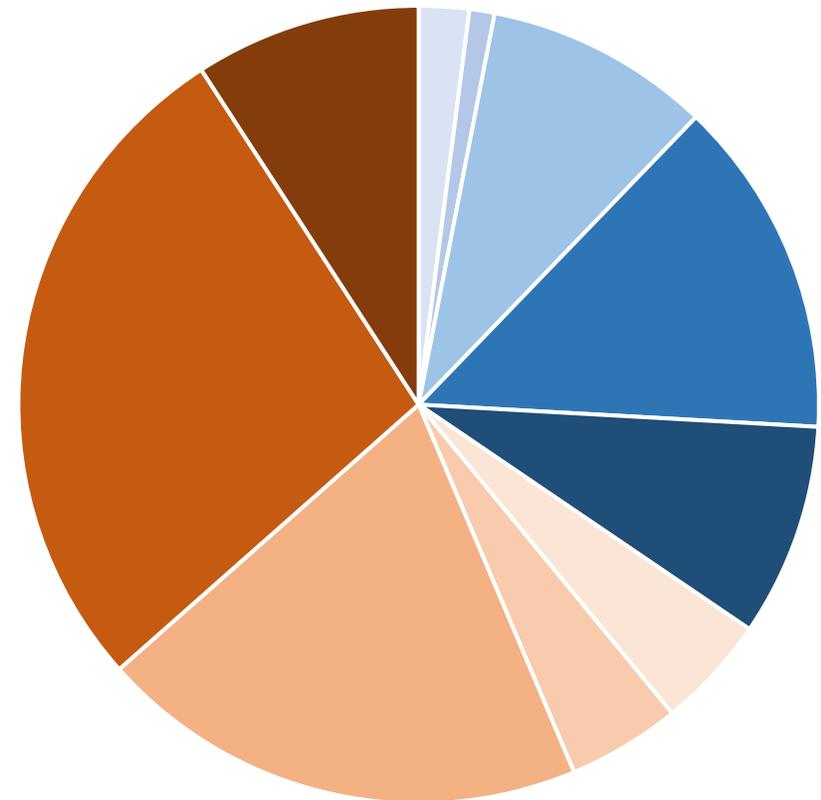
- SCQF 5 or 6; NC / NVQ
- SCQF 7; HNC / 1st Year Degree
- SCQF 8; HND / 2nd Year Degree
- SCQF 9; Ordinary Degree
- SCQF 10; Honours Degree
- SCQF 11; Taught Postgraduate
- SCQF 11 or 12; Research Degree

Age and Gender of Respondents

Staff



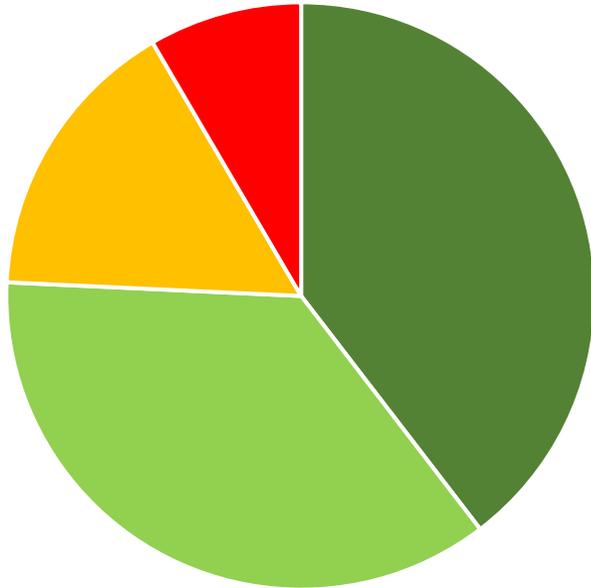
Students



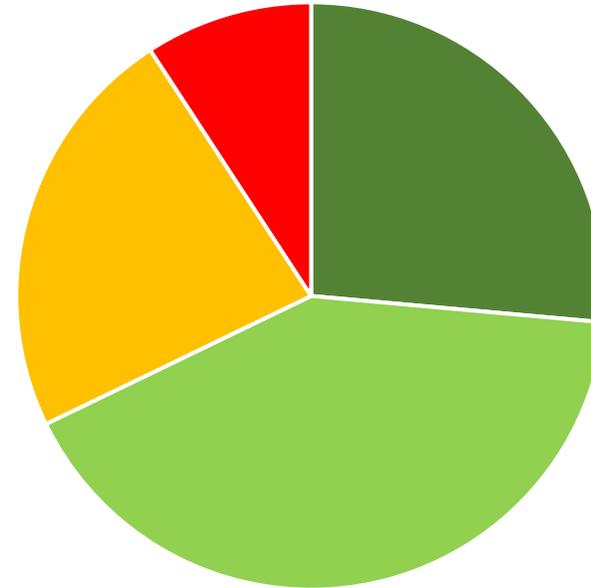
- Male 17 - 21
- Male 22 - 25
- Male 26 - 40
- Male 41-60
- Male 61 plus
- Female 17 - 21
- Female 22 - 25
- Female 26 - 40
- Female 41-60
- Female 61 plus

Communication of the Mode of Delivery

Students – sample 202



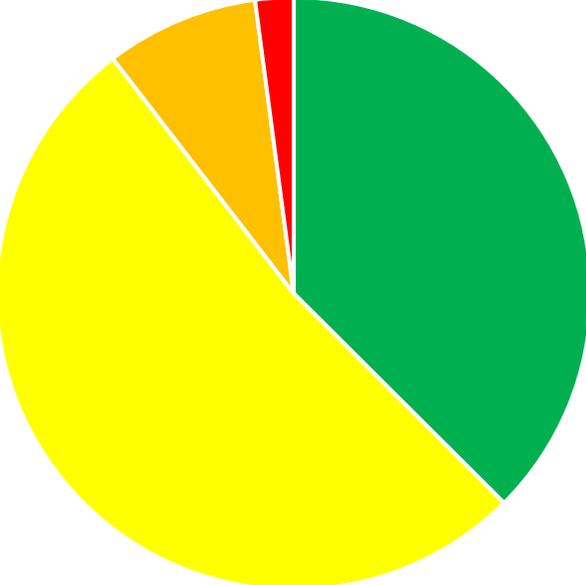
Staff – sample 87



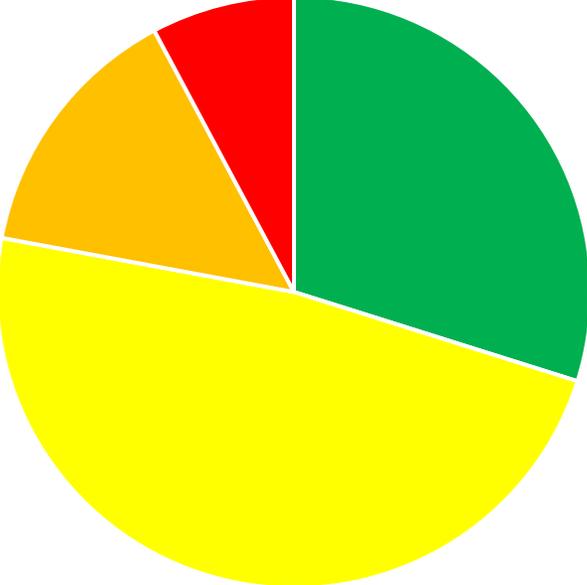
- Full and clear information
- Fair representation for a normal year, some variation due to Covid
- Covid changes not clearly communicated in advance
- A poor communication of mode even without Covid

Staff Perception of Learning in 2021-2

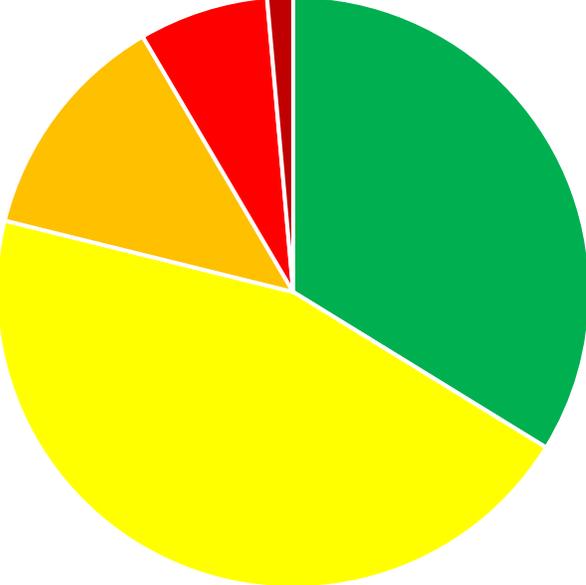
Face-to-Face, sample 48



VC, sample 77



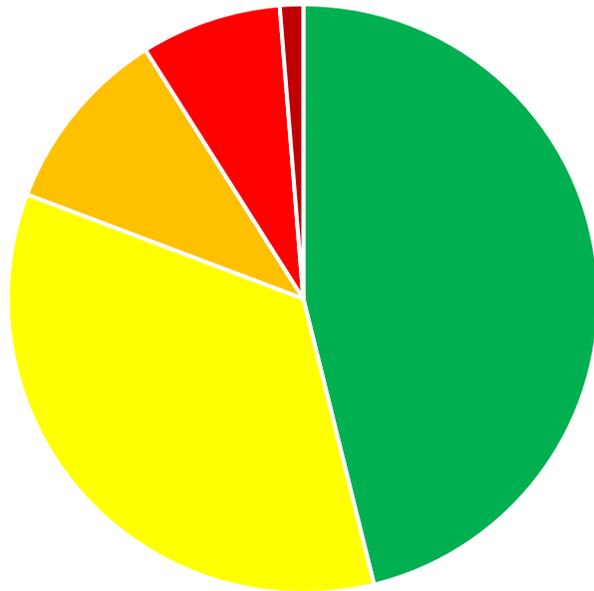
VLE, sample 71



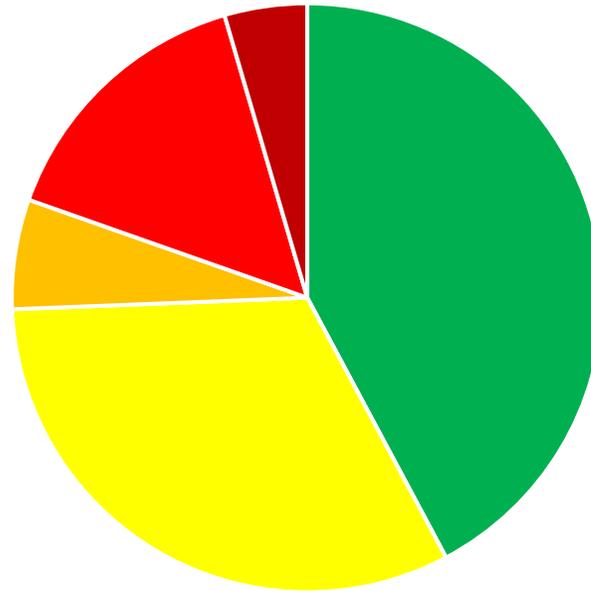
■ Overwhelmingly positive ■ Generally Good ■ Good in Parts ■ Adequate ■ Wholly inadequate

Student Perception of Learning in 2021-2

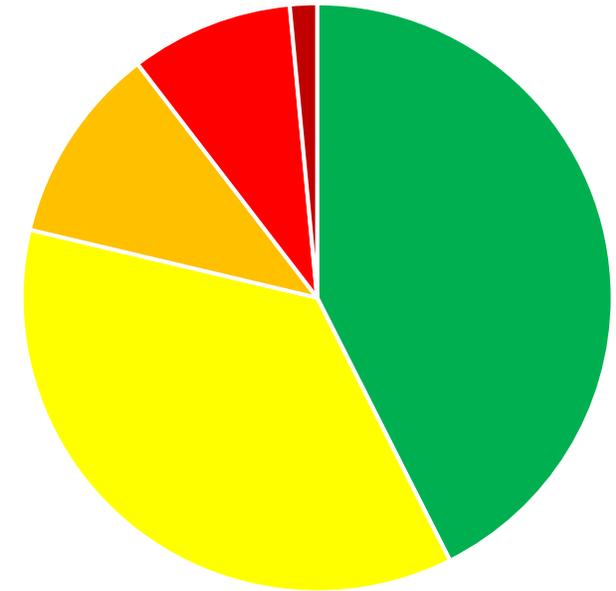
Face-to-Face, sample 78



VC, sample 199



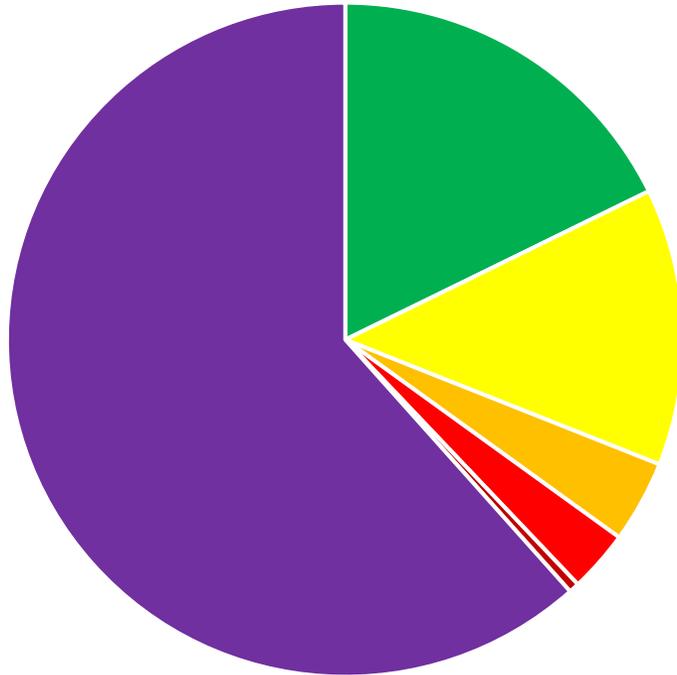
VLE, sample 202



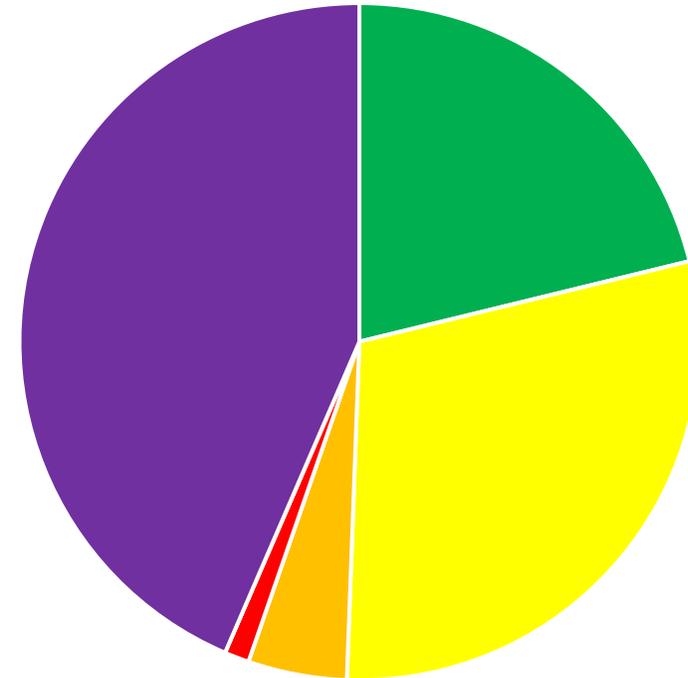
■ Overwhelmingly positive ■ Generally Good ■ Good in Parts ■ Adequate ■ Wholly inadequate

Face-to-Face Experience: Staff and Students Compared

Students



Staff



Overwhelmingly positive

Generally Good

Good in Parts

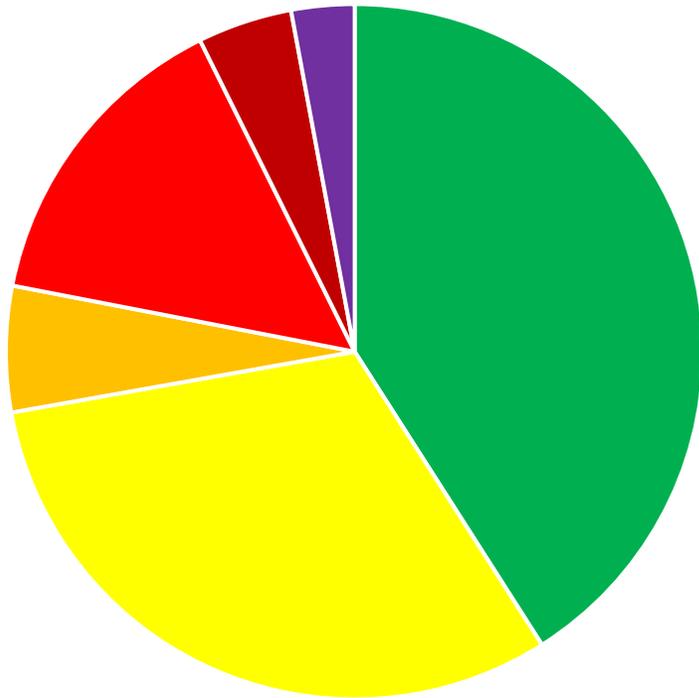
Adequate

Wholly inadequate

No F2F Classes

VC Experience: Staff and Students Compared

Students



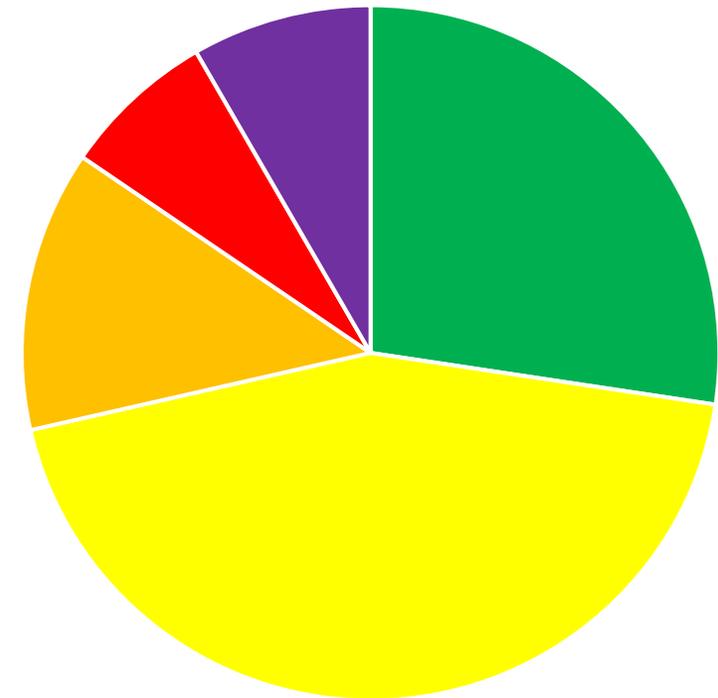
Overwhelmingly positive

Adequate

Generally Good

Wholly inadequate

Staff

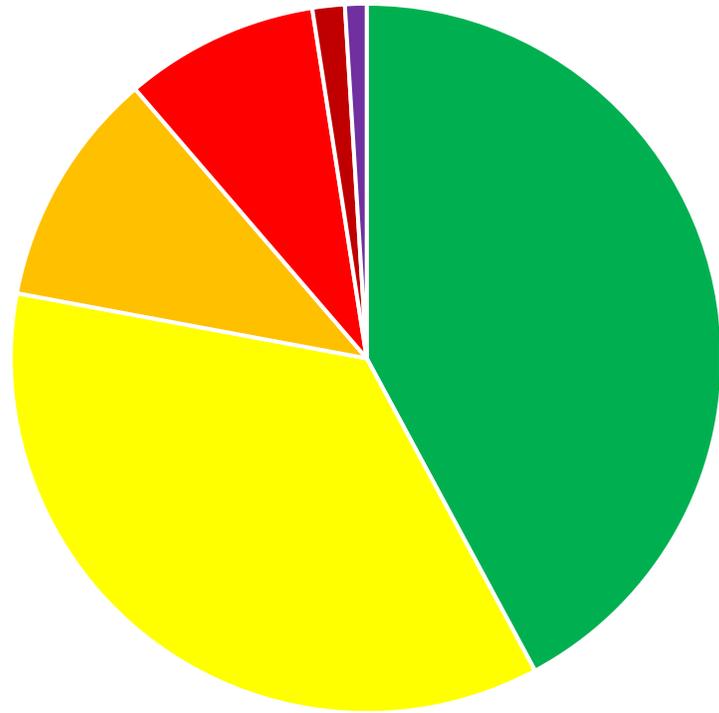


Good in Parts

No VC Classes

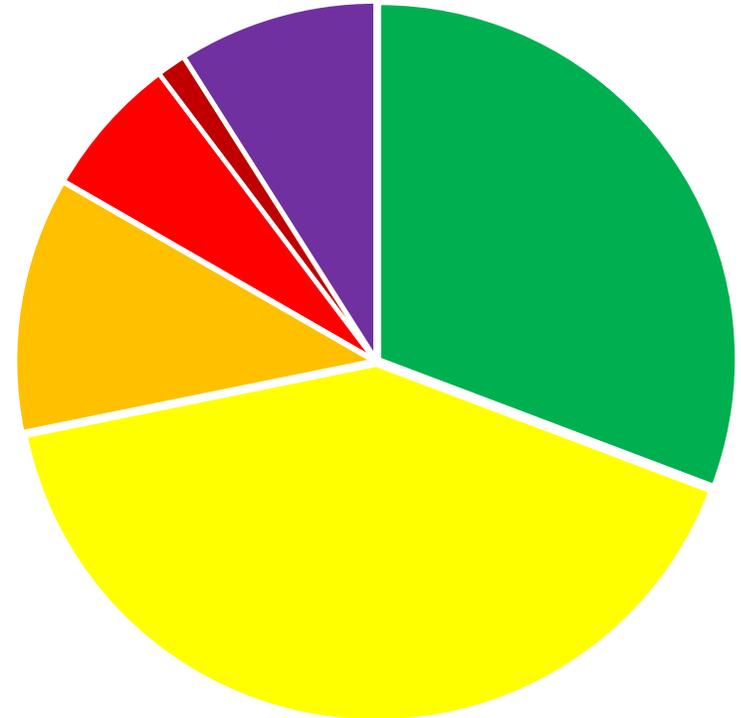
VLE Experience: Staff and Students Compared

Students



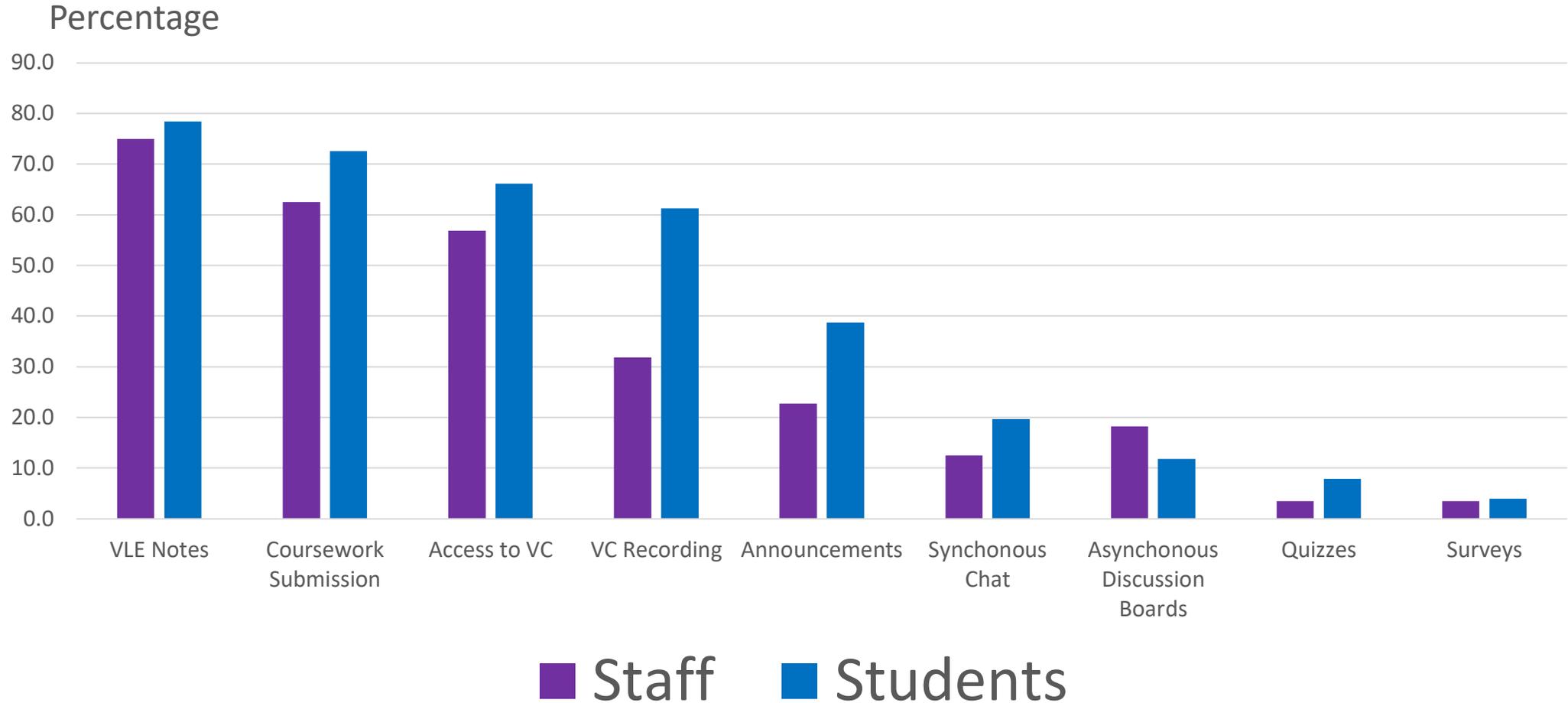
■ Overwhelmingly positive
■ Adequate

Staff



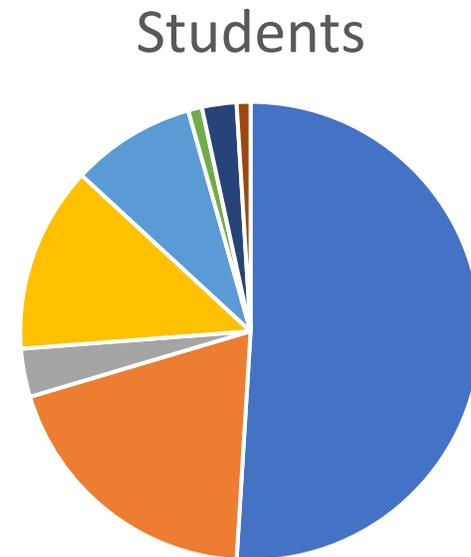
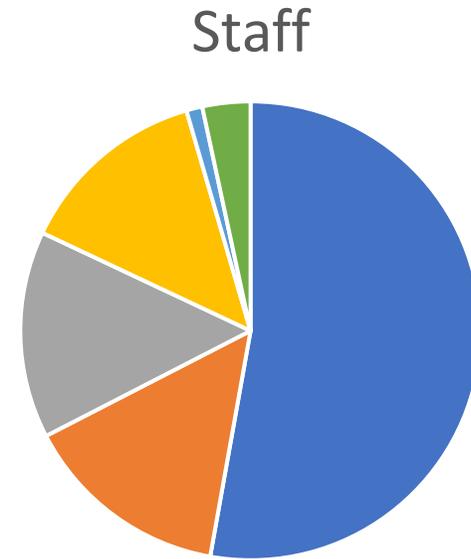
■ Generally Good
■ Wholly inadequate
■ Good in Parts
■ No VLE use

Staff and Student Perception of VLE Essentials



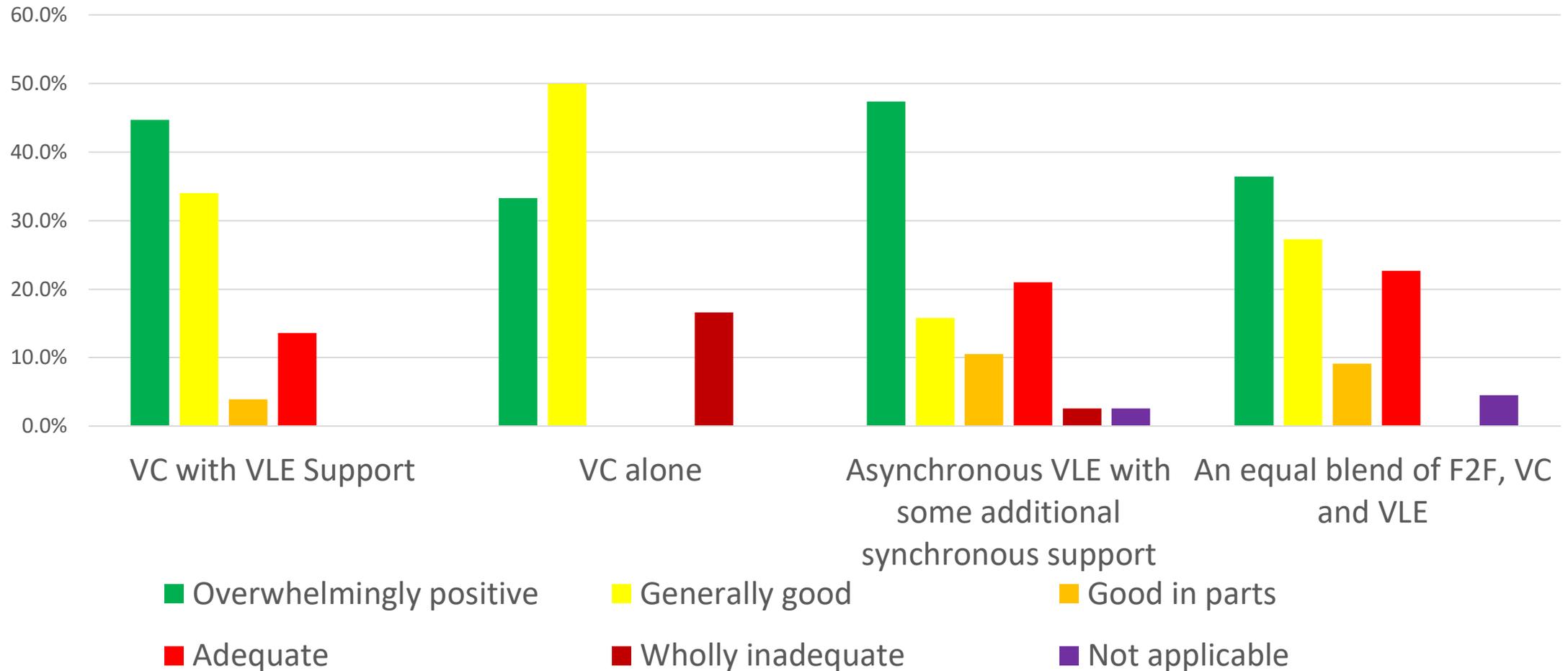
The Learning Blend

- Synchronous VC with VLE
- VLE with some additional support either by VC or F2F
- Face to face with VLE support
- Equal blend of VC, VLE and face to face
- Synchronous VC alone
- Face-to-face alone
- Assynchronous VLE alone
- VC and Face to Face



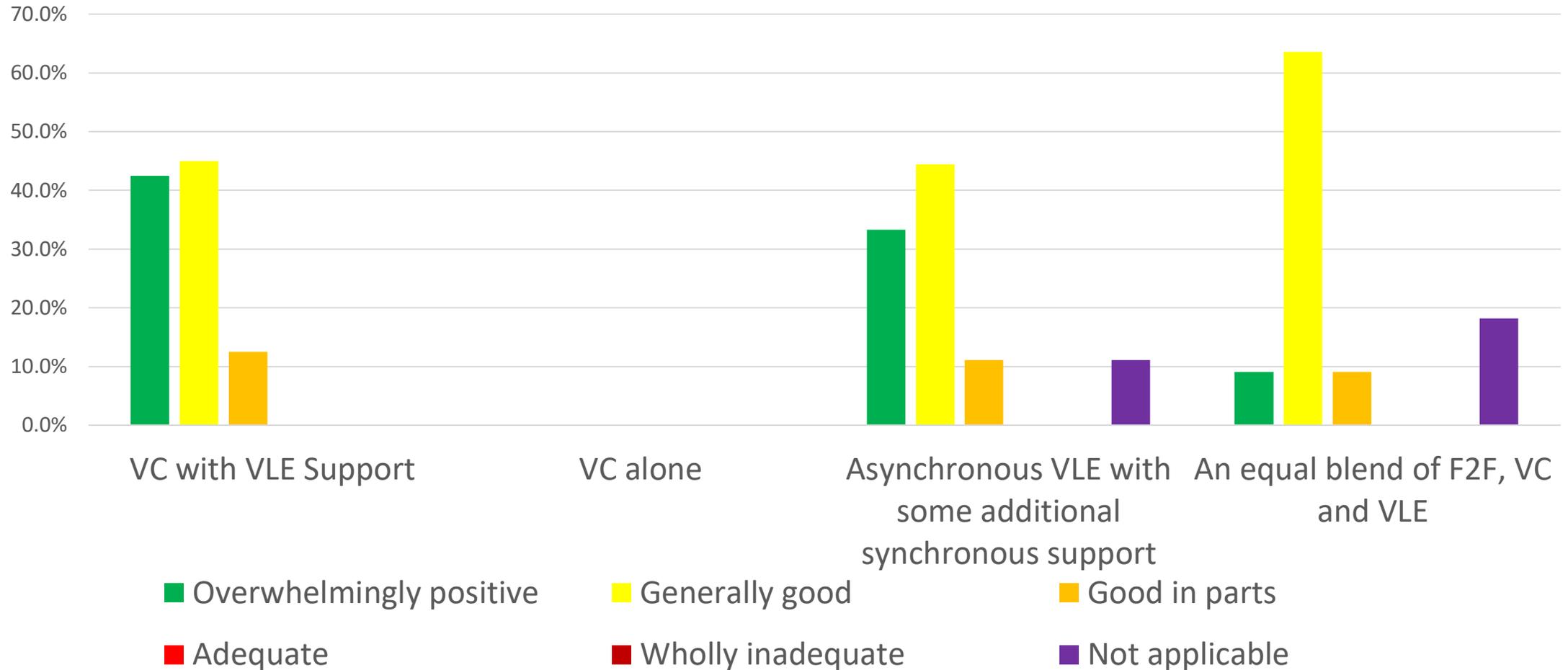
Student experience of VC: Learning blends compared

Student Experience



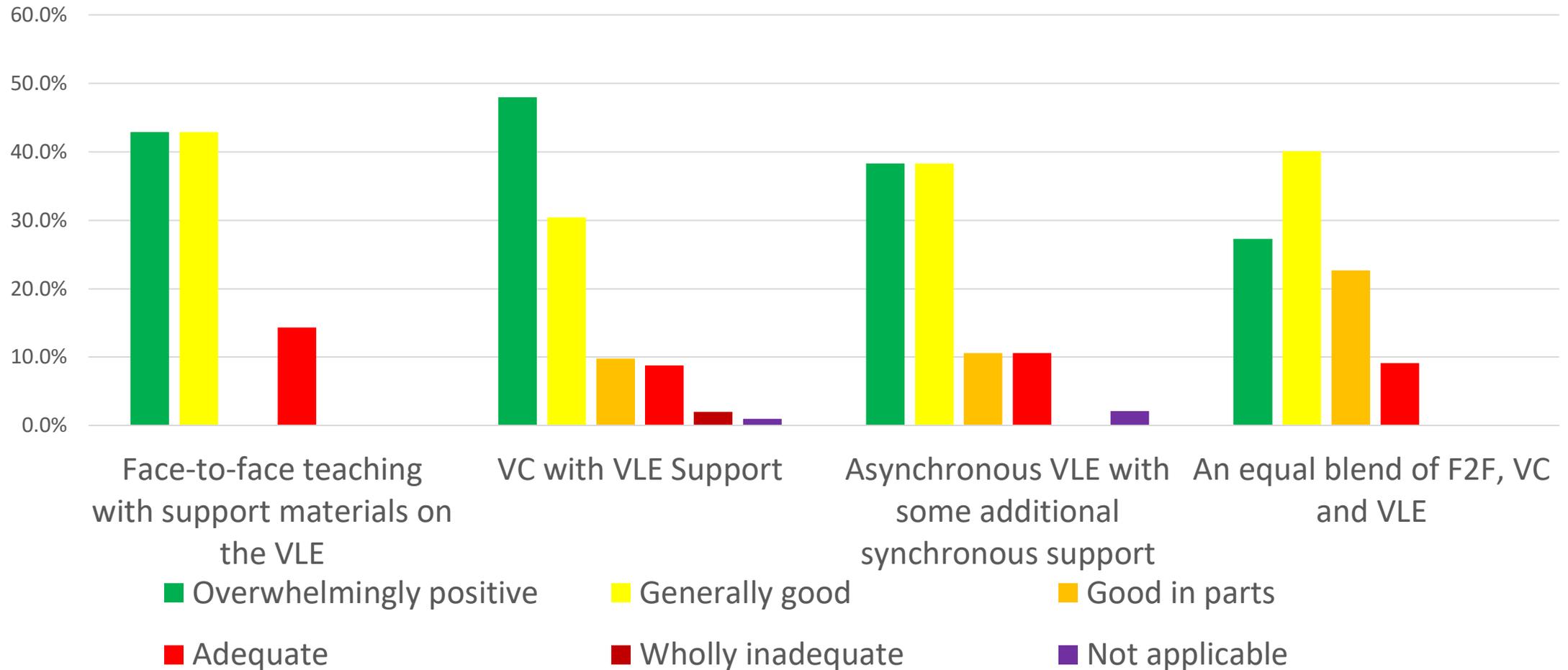
Staff experience of VC: Learning blends compared

Staff Experience



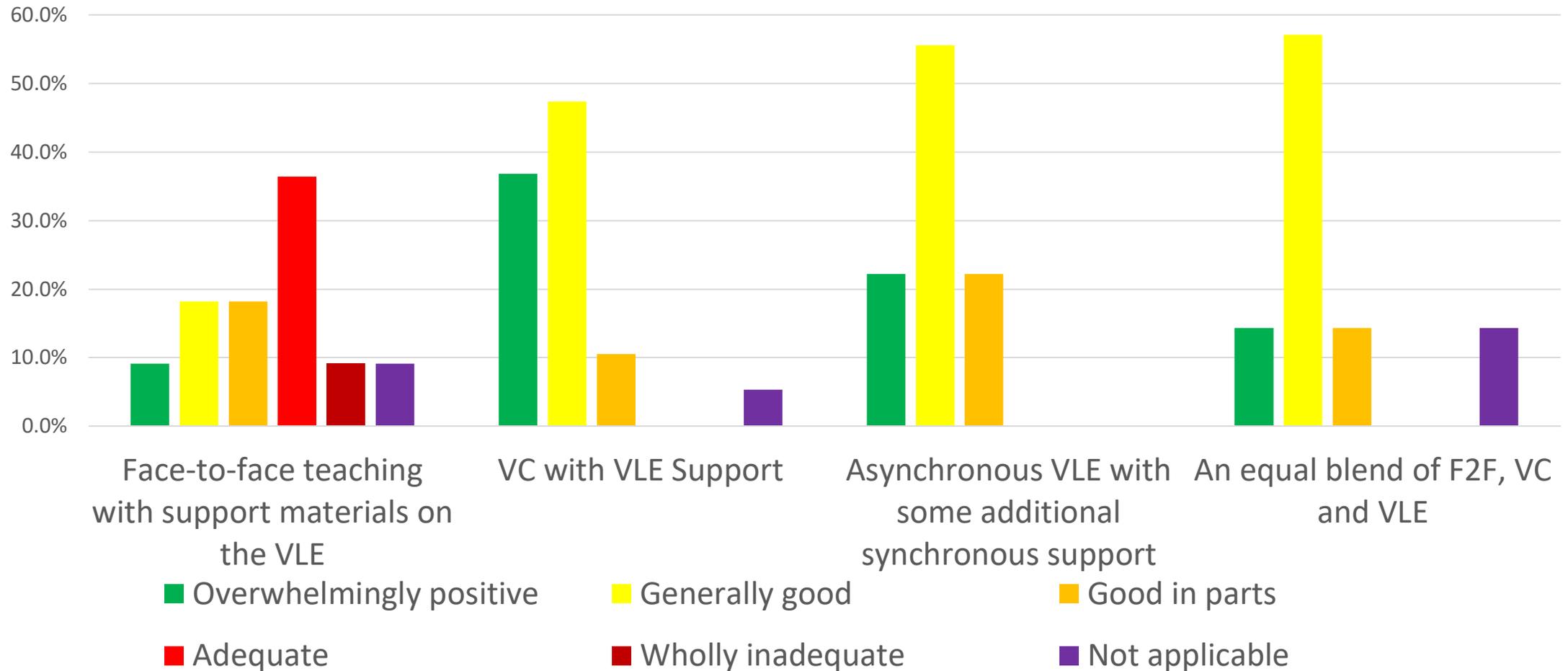
Student assessment of VLE: Learning blends compared

Student Experience



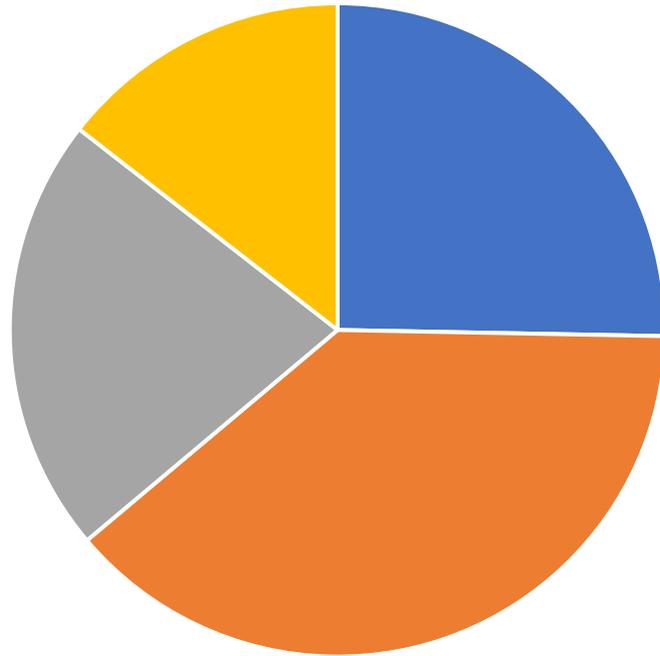
Staff assessment of VLE: Learning blends compared

Staff Experience



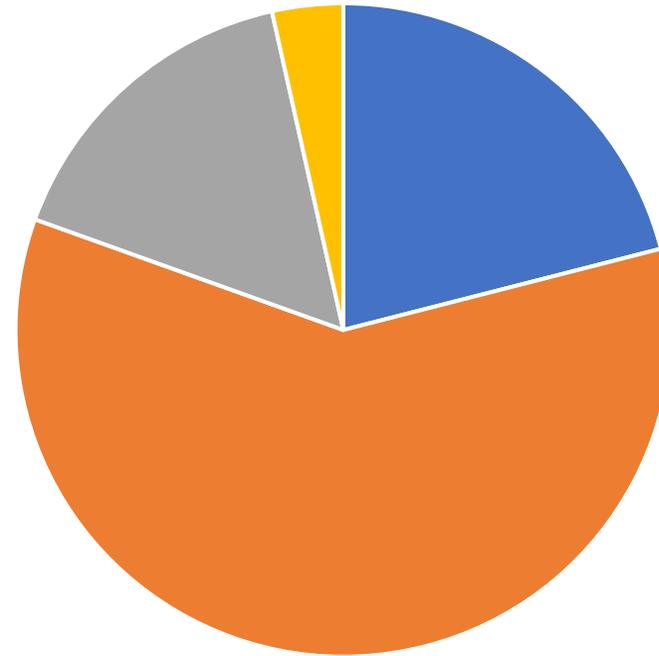
VC Teaching Contact Hours;

Staff



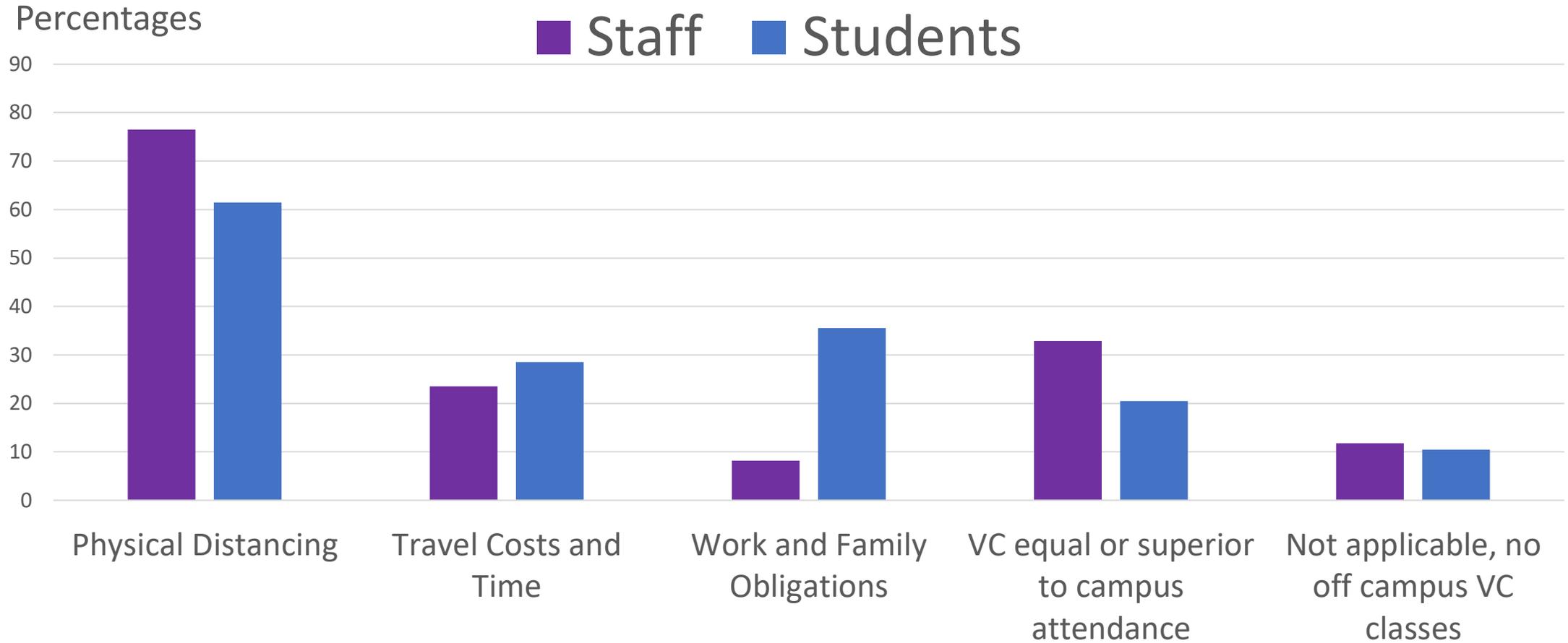
■ 1 or 2 hours ■ 3-6 hours
■ 7 to 14 hours ■ 15 plus hours

Students

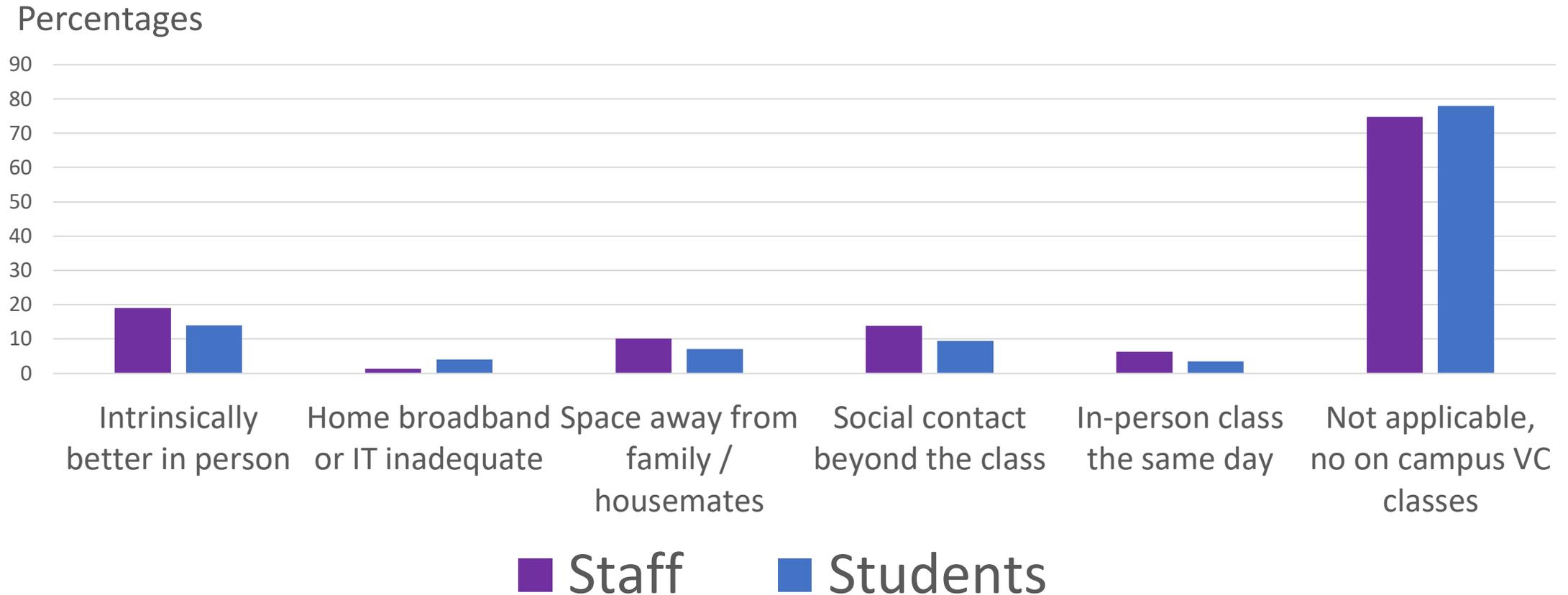


■ 1 or 2 hours ■ 3-6 hours
■ 7 to 14 hours ■ 15 plus hours

Reasons for VC Attendance from Off-campus

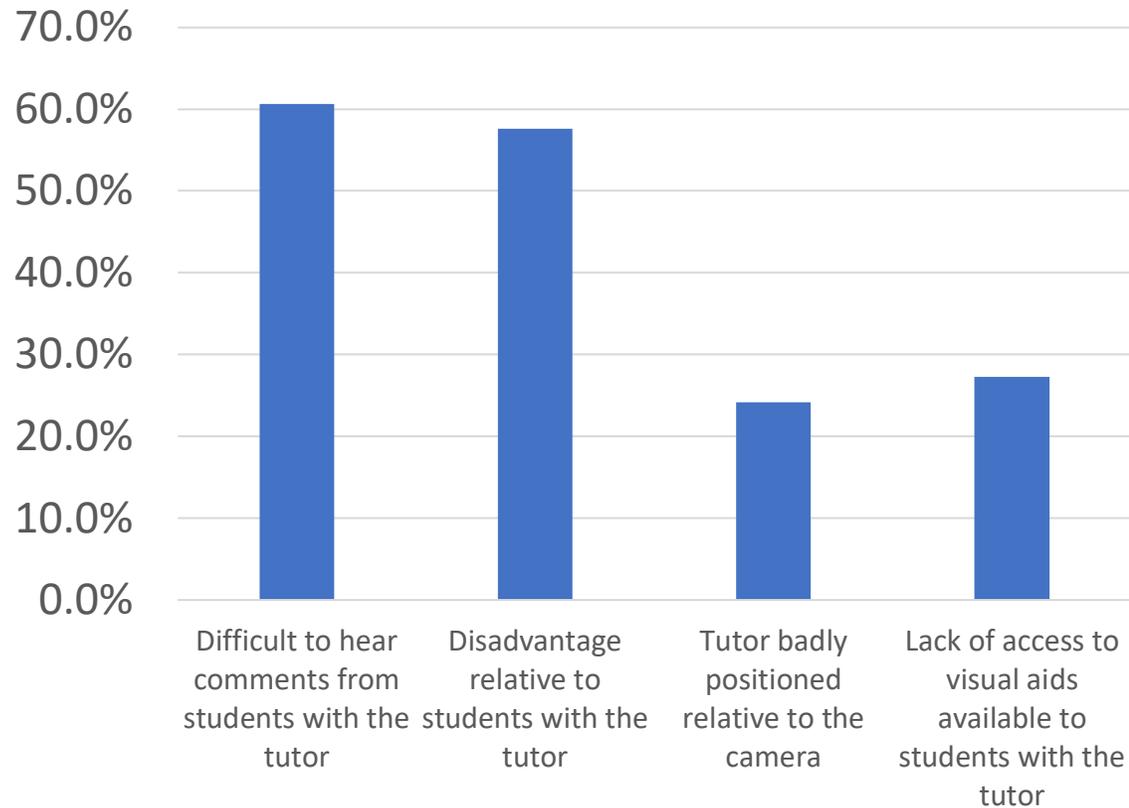


Reasons for VC Attendance from on-campus

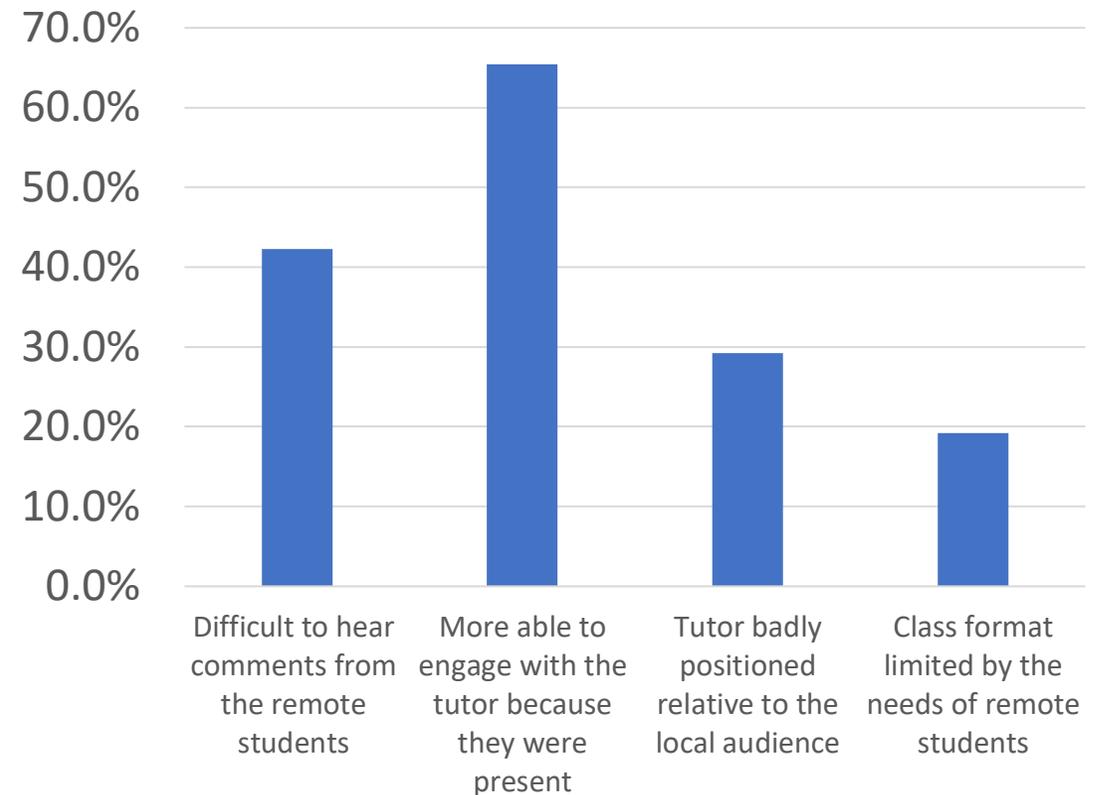


Student Perspective on combining local and VC teaching

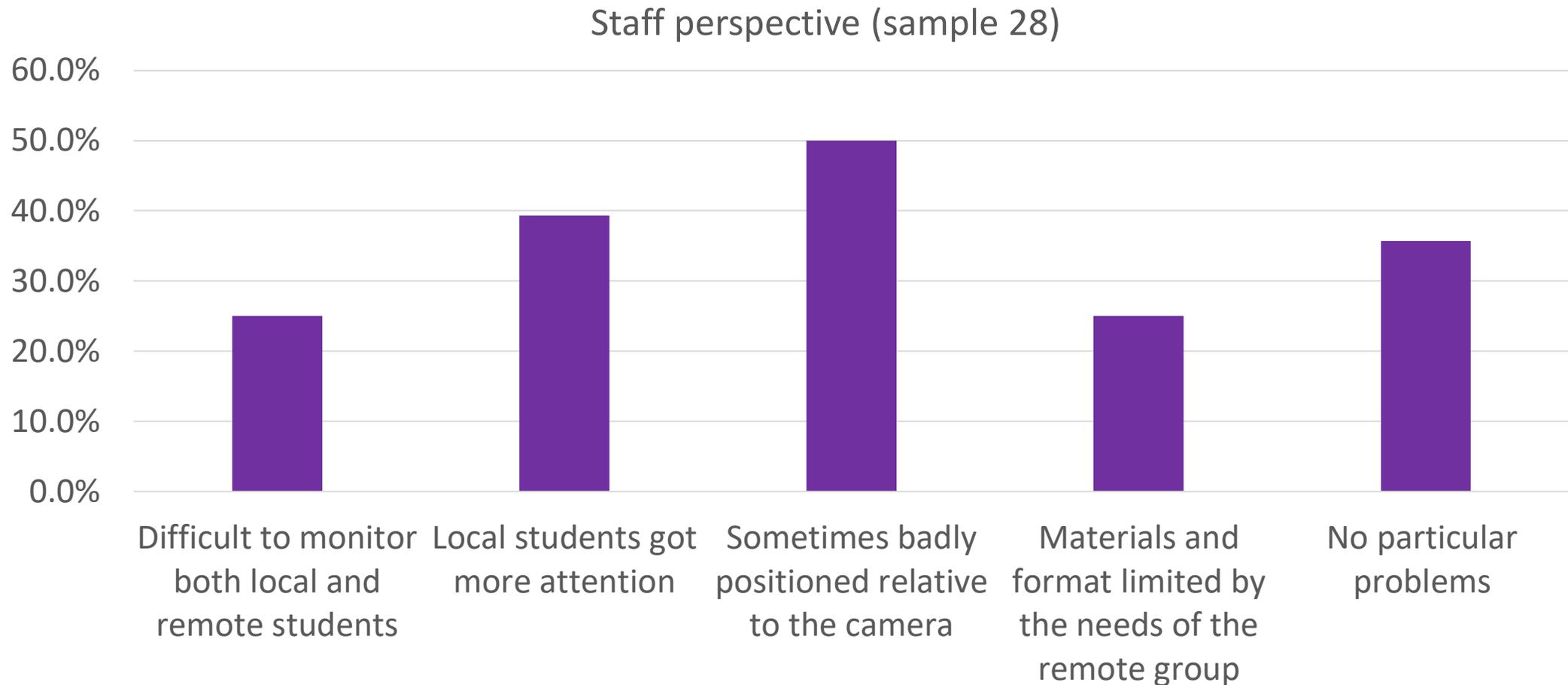
Remote student perspective
(sample 33)



Local student perspective
(sample 26)

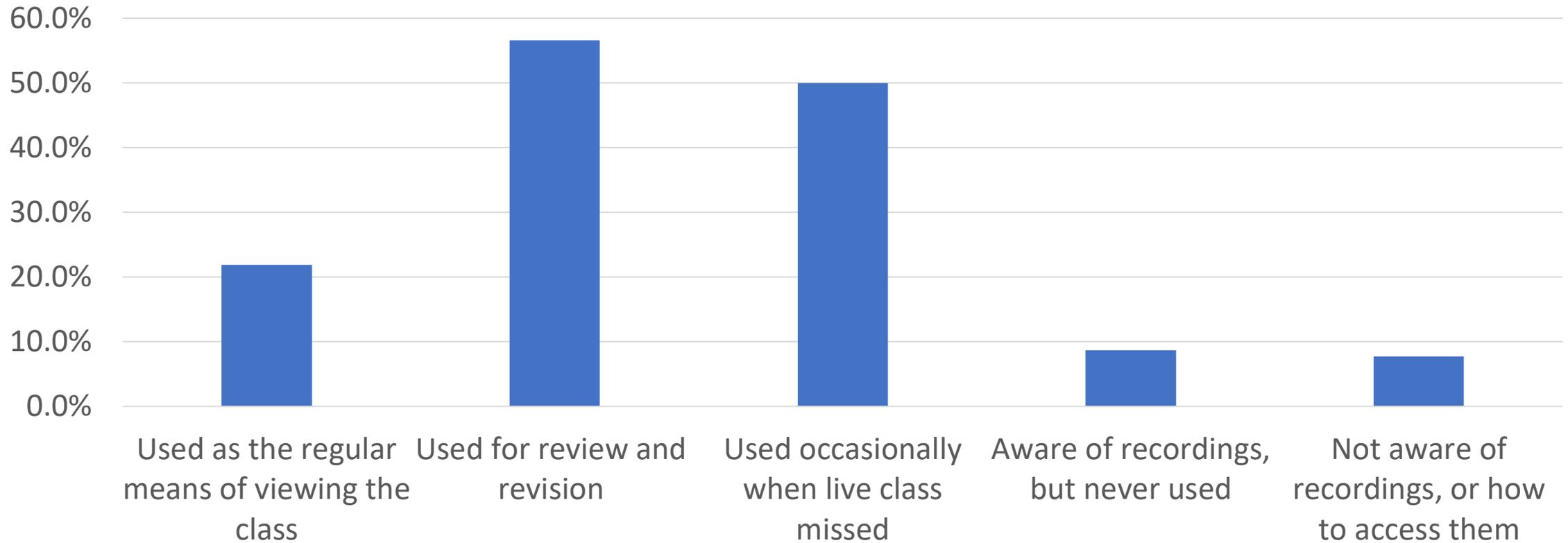


Staff Perspective on combining local and VC teaching



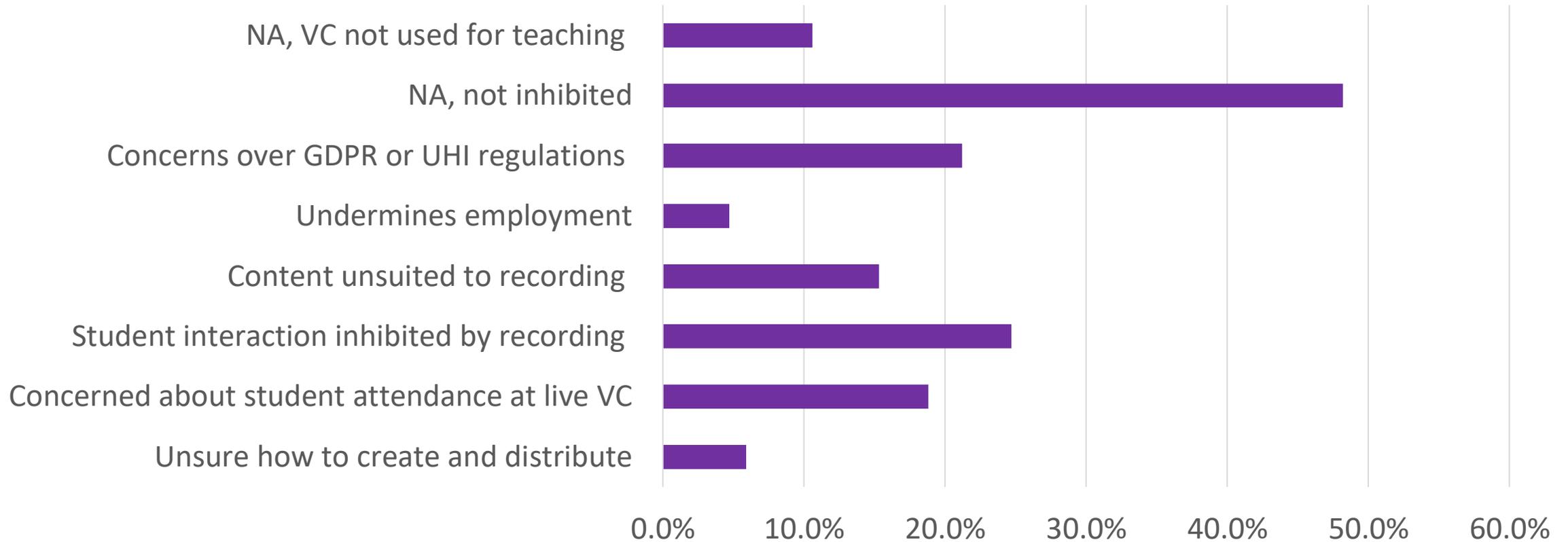
Student use of VC Recordings

Students (sample 196)



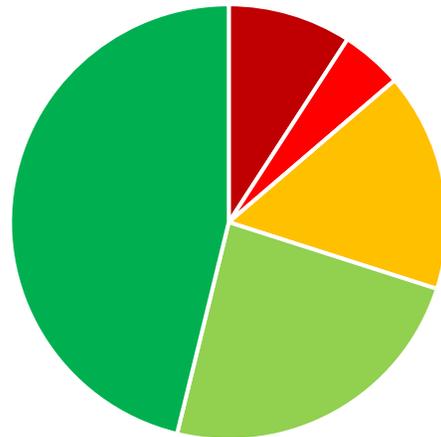
Staff Inhibited from using VC Recordings

Staff (sample 85)

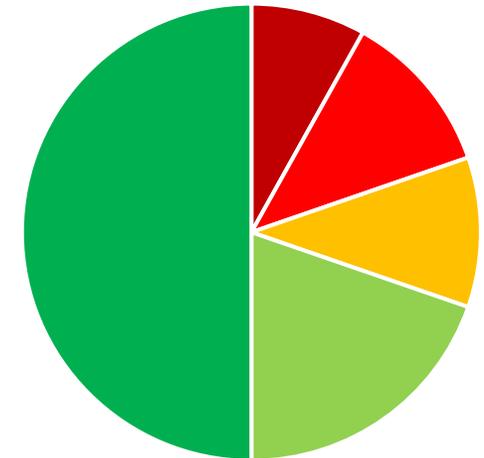


Flexibility of Participation; Student View

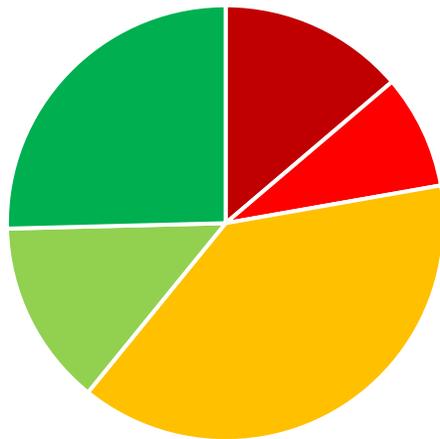
Content of VC classes
available asynchronously



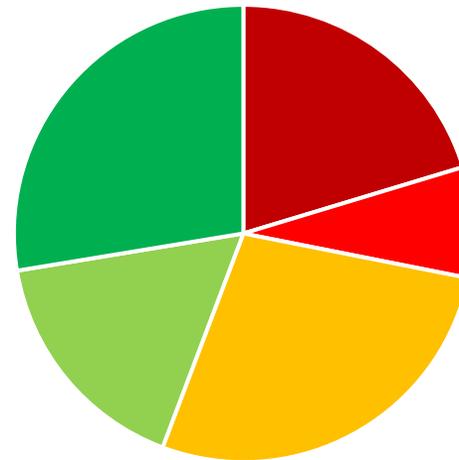
All necessary materials
are available from off-
campus



Content of in-person classes
available asynchronously



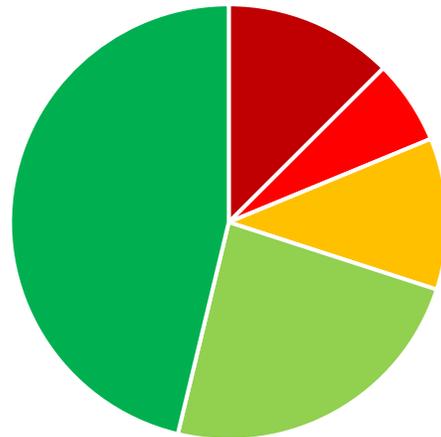
Synchronous content is
available either in-person
or off-campus by VC



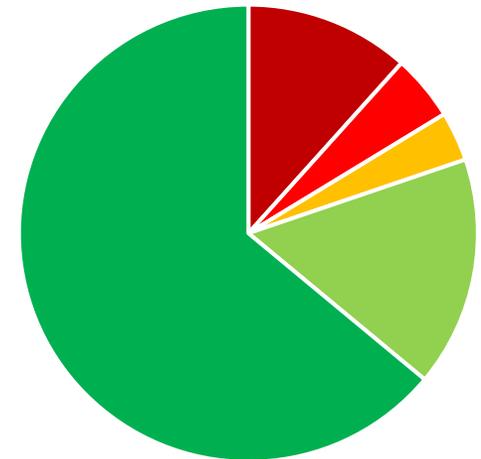
■ Completely disagree ■ Disagree ■ Neither agree nor disagree ■ Agree somewhat ■ Completely agree

Flexibility of Participation; Staff View

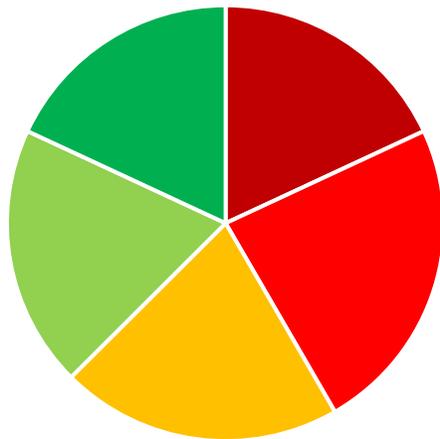
Content of VC classes
available asynchronously



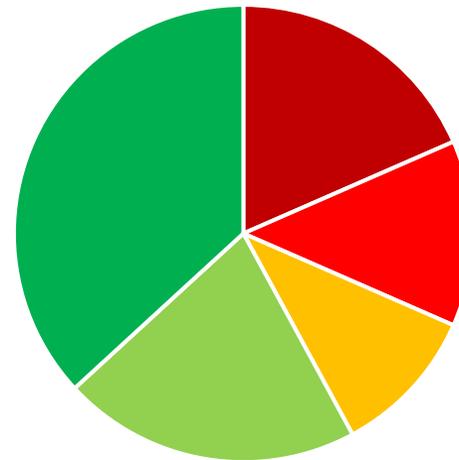
All necessary materials
are available from off-
campus



Content of in-person classes
available asynchronously



Synchronous content is
available either in-person
or off-campus by VC



■ Completely disagree ■ Disagree ■ Neither agree nor disagree ■ Agree somewhat ■ Completely agree

Summary

- Hybrid or blended learning involves choices in programme design
 - Place – on or off-campus
 - Time – synchronous or asynchronous
- Different combinations suit different subject areas and individuals.
- HyFlex implies an additional dimension - choice for the student.
- Flexibility has both advantages and disadvantages;
 - Necessary during the pandemic as circumstances have changed.
 - Student choice may be attractive in its own right and widens the cohort.
 - Some educational objectives difficult to achieve in certain modes.
 - Equivalence of experience difficult to create.
 - Opportunity costs in creating multiple modes of access to the same module.

The Future

- The Covid Emergency has changed everything
 - Technology, and perception of what it is capable of, has changed.
 - Many staff and students reject a return to the status quo.
- Implications for programme design and the future of campuses
- **HyFlex** with complete freedom of choice carries a high opportunity cost and while popular may not be what the student needs.
- **Hybrid** delivery is a much more realistic offer.
- UHI needs to describe its products more accurately, both to market effectively and to manage expectations.
- Covid no longer offers an excuse, but its impact remains!