Evaluating student perspectives of different types of learning events provided on SDK228, a level 2 LHCS module

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Background

SDK228 is an interdisciplinary science module attracting students from science, health, nursing and psychology backgrounds. Students struggle with different aspects of the module as a result of these backgrounds, evidenced from assessment as well as feedback from tutors and students meaning student engagement with the module and enjoyment of it can vary.

Module team will offer two styles of learning events in 19J:
Will these aid engagement, understanding and enjoyment?

Comparing learning events

Set A – LEM based tutor group & cluster group tutorials. Based on detailed slide decks provided by the module team.

Anecdotal evidence suggests these tutorials are often lecture style with limited opportunity for student interaction. Student engagement tends to be low.

Set B – module wide non LEM based enrichment events focused on relevant skills & topics within module using outside applications.

Anecdotal evidence from students who attended similar pilot events in 18J suggests students enjoy this different style of learning event. Student engagement tends to be higher.

Evaluation

Observing tuition and scoring participation and behaviour of students in both types of learning event by a neutral AL.

Surveying participants with questions around added value and preferences of learning event, emotional impact (enjoyment etc), and engagement in the module.

Focus groups for students & ALs to gain perspectives.

Reviewing analytic and attendance data to evaluate student behaviour in both types of learning event.

Outcome

To understand student perspectives of differing styles of learning event. Whether this influences student enjoyment of the module and whether enjoyment can impact on engagement of the module. The outcomes from this project will feed into tuition strategies for current and future presentations of LHCS modules.