

Appendices B to H

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Appendix B Student Interviews/Questionnaires

Student questions – by telephone or email

Questions at start of the module (Dec 2019)

1. Have you participated in any online group work before?
2. If yes - could you describe this – was it at work and/or with study?
 - What you liked about it.
 - What you didn't like about it.
 - What went well and what did not go so well
3. What are your expectations about the group work – what do you hope to get from it?
4. Have you any concerns about the online group work?
5. Are there any barriers which might stop you achieving what you want from the group work?
6. What do you think might be put in place to support you?
7. How can I as a tutor support you?
8. Any other questions or concerns?

Mid-way through group work (mid-Jan 2020)

1. How is the group work going for you?
2. Are you able to contribute as much as you would like to?
3. What is going well?

4. What is not going so well?
5. Do you feel other students are contributing as much as you would like them to?
6. What do you think could be done to improve collaboration if anything?
7. Is there any further support that you would like from me?

After the end of the group work (end of Feb 2020)

1. How did the group go for you?

Better than expected/same as expected/not as good as expected?

Please explain your response

2. Did you feel concerned about the group work at the start of the module?

Yes/No

3. Did you feel more less concerned about the group work as the project progressed?

Yes/No

Please explain your response.

4. How useful did you find the telephone calls from your tutor?

Very useful/quite useful/not useful/did not speak to my tutor

Please explain your response

5. How useful did you find the extra tutorial at the start of the group work?

Very useful/quite useful/not useful/I did not participate

6. Did you feel the support you received helped your learning?

A lot/somewhat/neither one nor the other/not much/not at all

7. Was there any additional support you felt you needed?

If you answered yes to this please state what this would have involved.

Thank you for completing this questionnaire

Appendix C Student Participant Summary

Table setting out student profiles

Student	A	B	C	D	E	F	G	H	I	J	K
Age	28	24	25	30	32	25	39	31	26	30	31
Gender	F	M	M	M	M	M	F	M	F	M	M
Highest Ed level	3	5	3	Not known	2	Not known	2	5	2	3	2
Disability	N	N	N	N	N	N	N	Y	Y	N	N
No. Previous modules passed	5	4	4	0	5	4	3	3	6	4	4
Level of pass - average	P	p	P	0	D	P	D	P	D	P	P
Previous modules not completed/deferred	3	0	0	0	0	0	0	2	1	10	2
Other current modules	3 x Level 1 and 2	TT284	T227,M 257, TT284	M269, M250	TT284	M250	M250	B207	TM257	TT284	0
No. of tutorials attended	0	0	1	0	0	0	5	11	0	0	1
TMA 01 Score	66	62	69	80	83	71	93	90	85	85	65
TMA02 Score	92	3	79	81	96	74	99	54	98	80	83
TMA03	90	N/A	72	77	85	67	93	43	92	66	85
iCMA 51	100	42	93	88	86	100	94	92	86	79	86
iCMA 52	100	53	100	84	88	100	98	83	100	90	78
iCMA 53	100	0	100	76	93	56	95	0	96	56	83
Final Result	2	With drew	2	2	D	2	D	2	D	2	2

Appendix D – Summary Student Interviews/Questionnaires responses

Summary Student Interview/questionnaire pre-Group Work

Student	1. Have you participated in any online group work before?	2. If yes - could you describe this – was it at work and/or with study?	What you liked about it	What did not like	3. What are your expectations about the group work – what do you hope to get from it?	4. Have you any concerns about the online group work?	5. Are there any barriers which might stop you achieving what you want from the group work?	6. What do you think might be put in place to support you?	7. How can I as a tutor support you?	8. Any other questions or concerns?
A	N	N/A			Don't know, further experie	Able to do alongside studies	Synchronising schedule; endless v	Tutors, library, ground rules	Library	Study share results
B	Y	Media diploma; work	Own pace, home	Comms barrier; not po	How we will come together; Fear of being one ho does everyone or noth	Group discussions, tool acces N	Time management, children, illne	Tutor, student services,	Feedback on ground rules; tutorials for groups online	
C	Y	Don't know	N/A	N/A	Group discussions, tool acces N	N	Don't know	Regular contact with gr	N	
D	y	Tu100 - creating a video anc	Feedback	Selfies narcissic, nervoi	Working with students to pro	Pulling weight	Children and assignment due 6th	Nothing	Nothing	N
E	Y	Tu100 - creating a video anc	Creating video	Storyboard took a long	Working with students to pro	N	Other students doing work	Not sure	Nothing	N
F	Y	Social media	Group discussions	Loner	How group will work togethe	Participating	travel abroad	Nothing	Nothing	If group not finished by deadlin
G	Y	Tu100 - creating a video anc	Own pace, home	N/A	How group will work togethe	N	Other assignment	Nothing	Nothing	N
H	Y	Tu100 - creating a video anc	N	Which to choose and w	To be reliable and do as muc	N	2 other modules	Nothing	Depends on what other	N
I	Y	TM254	Other perspectives anc	Never hit timescales and Xmas lost a lot of time non	Health		Health	N	Nothing	N
J	Y	Tu100 - creating a video anc	N	N	Difficult to come up with a w	Adjusting to other people	Social anxiety and other people c	Chat around strategies	be there	N
K	Y	TM254	N	communicating	Understanding - AC some use	Some end up doing all the work	Don't know	Don't know	Don't know	N

Summary Student Interview/questionnaire mid-way through Group Work

Student	1. How did the group work go for you?	2. Did you feel concerned at the star?	3. Did you feel more concerned as it progressed? Why?	4. How useful were the telephone calls?	5. How useful was the extra tutorial?	6. Did the support you received help your learning?	7. Any additional support?
A	Withdrew						
B	Withdrew						
C	Not as good as expected	N	Y	Communications	N/A	Not sure	N
D	More engagement than expected	Y	N		Helped my learning	Very	Y - weekly emails
E	Pleasantly surprised - good teamwork	N	N		N/A	Very	Somewhat
F	Not what I expected lack of communication	N	Y	Communications	N/A	N/A	Y
G	Better engagement than expected	Y	N	Kick-off meeting	Very	Very	Y
H	Problem with support and other module	Y	N	other support	Very	Very	Y
I	Participation an issue	Y	N	2 able to do the work	Very	N/A	A lot
J	Ups and downs; communications -would be good to have kick-off meeting	Y	Y	Size of group	useful	N/A	Y - emails
K	Challenging; brief complicated; communications	N	Y	Communications	useful	N/A	Y

Summary Student Interview/Questionnaire post Group Work

Student	1. How is the group work going for you?	2. Are you able to contribute as much as you would like to?	3. What is going well?	4. What is not going so well?	5. Do you feel other students are contributing as much as you would like them to?	6. What do you think could be done to improve collaboration if anything?	7. Is there any further support that you would like from me?				
A	Withdrew										
B	Withdrew										
C	Started well but not everyone participating	Y	Identified suitable roles	Establishing ground rules	Some	Spend more time on Slack	N				
D	Group active and everyone participating	N	Everyone messaging	Time constraints	Y	Would like to use WhtasApp	N				
E	Group active and everyone participating	Y	Most contributing	One member missing	Y	Universal tool	N				
F	Most participating - I was late	N	Not much	Communicating	Y	Better comms and commitment	N				
G	Group active and everyone participating	N	Everyone messaging	Time constraints	Y	WhatsApp Group	N				
H	Made the rules and is organised	N	Able to do more	Most have done more than me	Y	Concentrated more	N			weekly messages helpful	
I	Going quite well	Y	WhatsApp	Not knowing what others are doing	Y	More use of WhatsApp	N			weekly messages helpful	
J	Challenges - timing and communciations	Y	No answer	WordPress - adding and communications	Y/N	Getting 2 other students involved	N				
K	Good since WhatsApp group	N	WhatsApp	Time constraints	N	Students engaging	N				

Appendix E Tutor Online Survey Questions

Introduction

This survey is part of an eSTeEM project, *Strategies to support students and tutors with online collaborative projects: an action research project*, which aims to investigate student support in online group work.

This anonymous survey will take 7-8 minutes to complete. The survey has been approved by the Human Research Ethics Committee (Ref: HREC/3376/Evans). The survey results along with other components of this project will feed into improvement of module design and will be disseminated internally and externally. Please contact Shirley Evans via s.evans@open.ac.uk if you have any queries.

Please submit your responses by Sunday 28th March 2020.

Thanking you for your time in advance.

Shirley Evans, Winston Graham, Manish Malik

Project groups

1 How did you allocate students to your Project Groups? Please select all that apply.

- Alphabetical order by first name
- Alphabetical order by surname
- Random
- Based on previous interactions with students
- Students self-selecting
- Other

2. Do you feel you had enough information to allocate students to Project Groups?

Yes/No

If no then what other information would you like?

Student participation in group work

3 Did you experience any issues with student engagement in the group work?

If so please describe

4 Were you contacted by students regarding the lack of engagement by other students?

5 What did you do to prompt engagement in the group work? Please select all that apply

- Individual message/texts to students
- Emails to the Tutor Group Forum
- Emails to the Project Group Forums
- Other – please describe

Support forums and messages

7 From the list below please select all the support forums you used in supporting your students

- Block 2 Tutor Forum
- Block 2 Forum - for students
- Block 2 Technical Forum - for students

How useful were they and how could they be improved if at all?

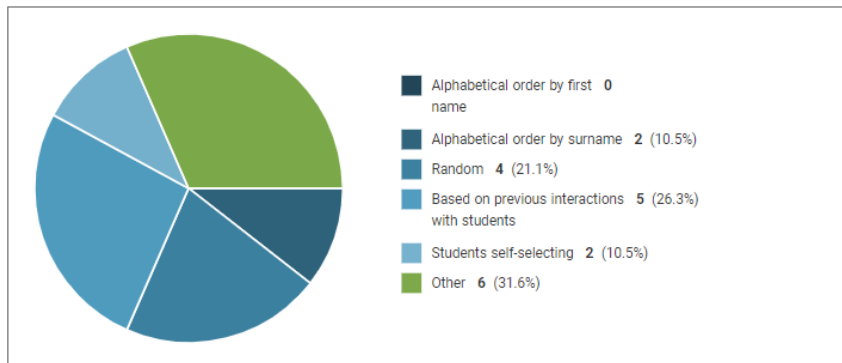
8 Is there any other support or resources, that the module team could reasonably be expected to provide, to help you to enhance your own and/or the student experience of the group work?

9 Please provide below any other comments relating to the group work which haven't been covered by the above questions.

10 Would you be happy to participate in a follow-up interview? Yes/No

Appendix F Results of Tutor Online Survey

1. How did you allocate students to your Project Groups? Please select all that apply.



2. Do you feel you had enough information to allocate students to Project Groups?

Yes = 8 (53%)

No = 7 (47%)

What other information do you feel would have helped?
Showing first 5 of 7 responses Show all
Would have liked to have taken TMA01 submissions into consideration before allocating groups.
I think it would be useful to have a TMA grade to look at, although arguably, tutors could be asked to look at a student's past grades, on other modules, to see how well they might have done?
Based on very limited personal contact and TMA01 results, not possible to judge best groupings. Some use made of previous courses studied (have there been withdrawals, distinctions, etc?)
The question should have been worded thus "Do you feel you had enough information to appropriately allocate students to Project Groups?"
Activity on other similar collaborative projects on other online modules.

3. Did you experience any issues with student engagement in the group wo

Yes = 15 (100%)

No = 0 (0%)

Please give an example or two of the types of problem you encountered.

Showing all 15 responses [Show less](#)

Main problem became three students in 1 group not handing in extended etmas and subsequently not participating in the groups and of the two members left one dropped out as well.

Non-participation. One group did not understand the Q3 task and had to have multiple interventions and produced a very poor storyboard that was unusable.

3/15 students did not participate at all and did not submit the TMA.

I had one group who did not post their storyboard for the other groups to review in time. I gave them a slight extension.

A few students did not participate effectively despite my prior warnings.

In spite of my contacts, some students simply didn't understand the need to be engaged with a group from the start.

Non-engagement

Late arrival

Verbose, bossy student.

Not really problems: just the rich mix that is the OU student body.

1. Students doing too many courses and cannot spend the time
2. Students inability to read the question
3. Students inability to read what the tutor has sent to help
4. Students spend more time on finding excuses than doing the work
5. How many more do you want?

Engaging with other group members.

Completing activity within milestones.

Students not engaging with the group at all. The group deciding to use some social media platform rather than the forum and one student getting left out as a result.

last year a clash of personalities caused one of my students to be moved to another group.

Some students not engaging

Non-participation.

Lateness of participation.

Some students didn't engage at all, or made very superficial contributions.

Though we had a good start, some students were slow starters. There was a particular that started early but did not continue with the momentum partly because they did not agree on specific ground rules.

Another problem is with phone contact where some students who live in Europe were difficult to get and others that live in the UK always have their phones on voice mail

Students simply not engaging

Last minute engagement

Losing marks because of above

4. Were you contacted by students regarding the lack of engagement by other students?

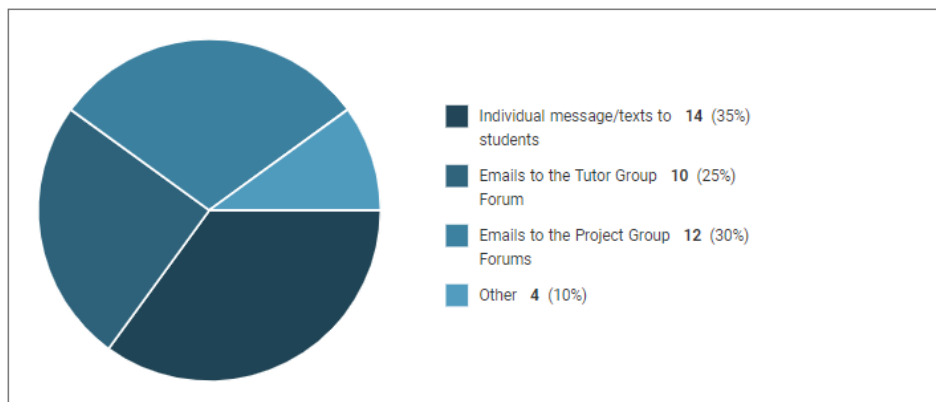
Yes = 14 (93%)

No = 1 (7%)

4.a Please give an example of how you addressed such a situation.

Showing all 14 responses Show less	
I sent group mails and later individual mails and phone/sms	
I contacted the 'missing' student. This happened three or four times. Only on one instance was my intervention successful.	
In my case, one group had only 2 students out of 5 participating. However, they produced the best website of my 3 groups, I felt!	
I calmed the student who contacted me. Then politely contacted the whole group as a generic message reminding them of their responsibilities.	
Informed group to get on with the tasks in the absence of others; will have already chased those not engaging, but horses to water...	
Keep calm and carry on, the milestone is still a week away, your group marks won't suffer, leave it to me	
1. Pointed out to students previous emails regarding engagement. 2. Asking [close to pleading] if students intend to engage.	
They wanted to get on with the activity but also wanted to give other group members an opportunity to engage.	
E-mailed the student that was not engaging and they joined in. The students that caused the real issues were those that did not engage and nobody contacted the tutor about them.	
contacted the student to encourage engagement, on reflection early intervention is needed. Some students had taken on too many modules at once.	
I wrote some forums posts and some emails about participation.	
I was already aware of the students non engagement, but I thought I'd wait and see if the group did anything about it. When they emailed me, I contacted the students directly. It helped with one, but not the other.	
Some students wanted to move on and their fellow members were not available to perform their own parts.	
Emailed the group concerned, then down to individual students not engaging	

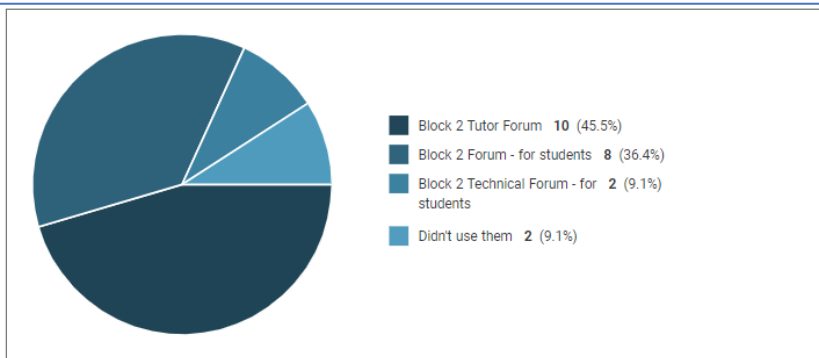
5 What did you do to prompt engagement in the group work? Please select all that apply



5.a Please describe what you did.

Showing all 4 responses	
Try phone calls (usually unanswered!)	573674-573665-56298331
I would not highlight an individual student in the forum for this purpose but as a general chase up.	573674-573665-56363124
regular phone calls and updating the their project forum/email address with weekly messages	573674-573665-56497244
Emailed the group concerned, then down to individual students not engaging	573674-573665-57936631

6. From the list below select all the support forums you used to support your students



6.a How useful were they and how could they be improved if at all?

Showing first 5 of 11 responses Show all	
They were useful.	573674-573665-56287431
Still feel there are too many places for the tutor, and student to go to for advice.	573674-573665-56287812
They were very useful	573674-573665-56289916
They seemed fine.	573674-573665-56291836
For weekly emails	573674-573665-56298331

7. Weekly support messages for tutors to adapt for students were posted in the Tutor Forum and Tutor Calendar. Did you use them?

Yes = 11 (73%)

No = 4 (27%)

Showing all 11 responses Show less
I did not post all of them, but made sure I posted to remind of milestones. I already posted reminders and did not want to send too much.
They were useful. Some used verbatim, some edited.
Very useful.
I did not use the whole message but adapted them to my needs.
Didn't use them all - very useful aide memoires
Excellent
Very useful
I found these very useful and even had a couple of positive comments from my group. Keep them coming
They were a good summary of what the students should be doing week to week. Unfortunately for some students I don't think it made much difference as they were the types who didn't listen to what I said anyway. There have always been a minority each time we get to the group stage (on the T215 also) that simply don't engage.
very useful to keep students on track
Useful as a base

8. Is there any other support or resources, that the module team could reasonably be expected to provide, to help you to enhance your own and/or the student experience of the group work?

Showing all 13 responses Show less
I have so far used groups of 5-6 but I may change this to 7-8 to reduce the risks of drop-outs.
The sharing of storyboards for Q3. This involves too much tutor intervention, and in my case I got it wrong by posting the wrong storyboards to one group. The students should post this to the tutor group, and tutor only involved if not posted by a deadline.
I used one support message - but I wasn't aware of the weekly ones, else I would have sent them.
Having a list of dates and matching intermediate deadlines - ground rules, personal story board, group story board and so on was useful. Perhaps this could be incorporated in a table.
I feel the timing of this group project is problematic as some students seem to go off at Xmas and forget about the project. Students should be reminded clearly at the beginning of the module about their responsibilities around group work.
I would like to see groups set up during block 1, with a TMA question specific to group activity
The qualitative aspects of assessment are sometimes hard to follow. But a quantitative tick list has other limitations. I think I may be overgenerous in assessment, rewarding engagement without worrying too much about the degree of insight shown.
<ol style="list-style-type: none">1. Restructure the course to avoid the Christmas period for the group work.2. More marks for the Group Work3. Students do not appreciate how much time Group Work takes4. More marks in preceding TMA to encourage students to get online and communicate
Marking guidance could be more specific
If anything, we need less material. The whole block 2/TMA is far too swamped with text that does not help the students do their TMA.
Other than re-structuring the point in time when the group work takes place (i.e. Block 3)
They could be sending weekly reminders to each student and have flashing messages updating students of what is expected on their Home page and emails
I don't think so

9. Any other comments

Showing all 10 responses Show less
<p>It's essential, and the marking this year was easier than last year but only because I kept meticulous records. I still think it's probably the hardest TMA to mark, probably over 1.5 hour per student.</p>
<p>Because of the tutor cluster arrangements, not all tutors would give a tutorial about the group work project (I don't think I did). I think it would be worthwhile that each tutor gives a tutorial to their group on the group work and that tuition time should some how be allocated to this (perhaps taking 30 mins out of the other tutorial time allocated for each tutor?).</p> <p>The actual results of the group work seemed to be quite good overall - and students did produce some good work I think. This year, the work seemed to be quite well balanced between most students in most groups.</p> <p>Distance group working is always going to be tough, and I think that TM255 is a reasonable compromise.</p> <p>One idea might be to have an activity which is a small group task in Block 1 - like for example asking students post in the forum about 100 words on some TM255 topic, then the student to comment on 2 other posts or something like that.</p>
<p>Students struggle with this. I found my groups didn't do well in combining the individual story boards into one group storyboard/sketch. They tended to take the best individual storyboard and just use that. I think (and it would be worth checking) that less students dropped out during the group work than this time last year.</p>
<p>See the last answer.</p>
<p>The following question did not have a comments box "Weekly support messages for tutors to adapt for students were posted in the Tutor Forum and Tutor Calendar. Did you use them? [and should read] If not, why?"</p> <p>Because this is a 2nd level course and the support questions are more akin to the spoon feeding of a Level One Course. Another case of dumbing down.</p>
<p>The consequences of not engaging with the group need to be made very clear from the start of the module.</p>
<p>The question of group discussion/contact, one of my project groups avoided the project group forum, they used other facilities for live contact between themselves, making a check for participation difficult.</p>
<p>There is a lack of emphasis, I feel, on the participation. The website needs to be open earlier so I can see what's going on. There should be a whole separate forum with pinned post laying out in big pictures and short words what's going on and what is supposed to happen year on year. There should be NO reference to T215 or whatever came before because too many posts in the past have started by assuming we have done that or indeed, know anything about it at all.</p>
<p>Students should be sending regular project group updates to their tutors as part of the TMA brief.</p>
<p>Difficult to get some students to engage</p>

Appendix G Tutor follow-up semi-structured interview questions

Thank you to agreeing to a follow-up interview. As mentioned anything you say will be anonymous.

Do you mind if I record this for my own purposes?

1. How long have you been tutoring T215/TM255?
2. Do you tutor on any other modules with group work?
3. How many students did you have before the start of the group work and how many submitted TMAs?
4. Did you have any who left because of the group work?
5. How many distinctions did you get – is that more/less than other TMAs?
6. How many groups?
7. How many in each group?
8. How many would you say broadly were doing other modules?
9. Would you say there was a similar pattern of engagement in each group? Eg. in my 3 groups 3 out of 5 or 6 engaged and the other 2 not very much.
10. Weekly support messages useful – what would you think about a standardisation marking event? What about as in TU100 progression calls? What about facilitating a project group meeting early on?
11. Marking the TMA – difficult to identify number of messages if using other channels - how could that be resolved – by specifying number and nature of emails.
12. Do you think it would help if the TMA was shorter and/or broken up - previously in T215 the ground rules were incorporated into TMA01
13. What about the use of peer monitoring of engagement?
14. Anything which could be improved?
15. Any other comments?

Thank you very much for taking the time and as mentioned this is anonymous.

Appendix H Example analysis of student engagement in a Project Group Forum as a tutor resource

Ground Rules and Group Design – TM255 TMA02 Q1

This document looks at Project Group forum activity from one Tutor Group. The activity took place over the period 7th December 2018 to 3rd January 2019 and relates to the development of group ground rules and group design as set out in TMA02 Q2.

In the three grids below there are suggested marks for individual contributions and group work outputs. These are suggestions and you might disagree with some of the mark allocations especially given that not all detail is available. This is meant to be a basis for thinking about mark allocation and strategies that you might put in place to make life easier for students and for you. For example it might be useful to set up discussion threads in advance for students although of course this can take away initiative and impinge on the acquisition of employability skills.

Group 1

Individual Work	Participation over period /1	Contribution of fresh ideas /2	Comments and support of others /2	Group Work /5	Total/ 10
Student A	1	2	2	3	8
Student B	0.5	1	1	3	5
Student C	0.5	0.5	1	3	5
Student D	0	0.5	0.5	0	1
Student E	0	0	0	0	0

Group 2

Individual Work	Participation over period /1	Contribution of fresh ideas /2	Comments and support of others /2	Group Work /5	Total/ 10
Student A	1	2	2	5	10
Student B	1	2	2	5	10
Student C	1	2	2	5	10
Student D	0	0	0	0	0

Group 3

Individual Work	Participation over period /1	Contribution of fresh ideas /2	Comments and support of others /2	Group Work /5	Total/ 10
Student A	1	2	2	3	8
Student B	1	1	1	3	6
Student C	1	0	0	3	4
Student D	0	0	0	3	3
Student E	0	0	0	0	0