

E&PDE 2021 Workshop 3 Notes

DMEM Student study

What needs to change:

- Teaching staff should have standardised training on how to use all the software
- Teaching staff should be supported with proper equipment and access to space for recording and providing live lectures
- There should be increased communication with students
- Ensure supervisors have enough time to fully support students
- Everything should be recorded

What could be introduced:

- More group activities and sessions
- Potentially look at tutoring groups similar to other universities
- Students being able to book study space similar to a restaurant (up to 6 households)
- Priority for students with improper home environments
- More opportunities for weekly meet-ups and enrich student experience e.g., Sketch Sesh, Made on Wed., etc
- Lecturer network – share ideas and methods for keeping students engaged

Health & Wellbeing

General Feedback

- Some have thrived in the new format – some have had an even worse experience
- **Isolation has been a major problem – some students go weeks without talking**
- Misunderstandings have caused stress
- Getting hold of staff has been more difficult
- Students working the full 24 hours of exam time
- **Lack of visual cues and finding Zoom more draining**
- For those with eating disorders staring at themselves all day is damaging
- **Being able to miss a class for mental health reasons with the content still being available is great**

Neurodivergent Feedback

- The constant change and differences between classes has been unbearable to those with Asperger's and Autism
- Dyslexics feel uncomfortable writing questions in lectures and on myplace due to fear of humiliation
- Those with social anxiety felt better but also felt they were losing progress they'd made to be more social
- Some students physically cannot move on until they have had a question answered
- The lack of tone and body language makes it hard for neurodivergent students
- **Recorded lectures are a blessing to all**

Suggestions for improvements

- **Groups be kept as static as possible to develop relationships**
- University families have been successful in other departments
- Mentoring also works really well
- **Pre-emptively send out lecture and tutorial content so students can prepare questions**
- Disability awareness may benefit lecturers
- **Use Myplace effectively and uniformly (same for every class)**
- Potential chat channel for neurodivergent students to build a community and help each other with studying methods

Case Study: Rio (E&PDE paper)

Methods for maintaining engagement:

- Relate discipline to professional practice
- Train students for more complex problems
- **Focus on a smaller number of assignments** to increase sense of completeness and satisfaction
- **Make content available the day before the class** – enables real time discussion and prepared questions – mini exercises for feedback
- Includes dynamics such as quizzes to increase attractiveness of class – increase positive motivation
- Help consolidate content
- Use animations and demonstrations to consolidate text

How to better implement online learning:

- Tell students the plan with clear path
- Logical sequence for classes

- **Extra class hours for students unable to attend – more 1-on-1 availability**
- Prompt responses to avoid students being stuck
- Large number of exercises and answers for practice
- **Record all classes**