

Appendix 12

Example end of course survey for tailoring and re-use

Name of module or course: online learning and support survey

Dear student, the purpose of this questionnaire is to gain an insight into your experiences of online learning on [name of module/course], including how effectively you feel the various online resources, activities and communications supported your learning, and any areas in which you feel the online support for [name of module/course] could be improved for the next group of students.

It would therefore be much appreciated if you could assist by taking the time to complete the questions that follow. Please note that any feedback you provide will be treated confidentially. Once you have completed this questionnaire, please [insert instructions for returning completed questionnaire form].

[The general content of this questionnaire has been adapted from a set of questionnaires in Smyth, K. (2006). *Approaches to networked learning: an investigation into the nature of autonomous student interaction with web-based educational environments* (unpublished PhD thesis). This particular questionnaire has been produced specifically for this guide, as a possible starting point for developing a student questionnaire for a particular course context.

All or parts of this example can be freely adapted by Edinburgh Napier staff without acknowledgement]

A. General use of online resources

1. Please indicate where you most frequently accessed the online resources from (tick one only):

- From within university
 From home/outwith university

2. How much time, on average, do you think you spent using the online resources each week?

- Under 1.5 hours
 More than 1.5 hours but less than 3 hours
 More than 3 hours but less than 4.5 hours
 More than 4.5 hours but less than 6 hours
 More than 6 hours

3. Which one of the following best describes how you used the online course materials (eg module notes, assignment descriptors, and the content of any external websites)?

- I only ever read material when I was online
 I read material online, and also printed out paper copies to read
 I never read material online, and always printed out paper copies to read
 Other (if any, please state) _____

4. If you kept paper copies of online materials, please indicate your reason(s) for doing so:

- I kept paper copies as a general back-up
 I prefer reading from paper to reading from a computer screen
 I like to be able to underline passages or make annotations
 So that my studying was not restricted by when I could access a computer
 University IT workshops are not always good environments to work in
 Other (if any, please state) _____

5. Which online resources and tools did you use to support your studying on the module?

- Course/lecture notes
 Recommended online readings
 Discussion board
 Chat room
 Whiteboard
 E-mail for contacting tutor
 Self-tests
 Multimedia (video, animations, simulations)
 Web or online databases for sourcing additional reading
 Course blog or wiki (or one set-up for group-working purposes)
 Internet telephone conferencing
 Other(s) _____

[Note several possible variations on this question. This includes asking students to select the top 3 or 5 features used most frequently; or to rate all features numerically starting with 1 for most used or most valuable. It could also cover particular sections of online course material. In VLEs, tracking data is readily available that to provide precise data on features used, although this obviously only covers features within the VLE itself, and not those external to it].

B. Your views and experiences

Please indicate the extent to which agree with the following statements by ticking the relevant box. Only select 'unsure' where you genuinely have no view either way.

[Note that this section has a randomised list of statements, so that students are less tempted to try and answer consistently to statements that relate to aspects of the same issue. The examples here cover what students thought about particular tools and resources, and whether they aided their learning. The statements below are intended to provide a few starter ideas about the kinds of blended/online learning issues that a questionnaire like this might cover]

SA = Strongly Agree **A** = Agree **U** = Unsure **D** = Disagree **SD** = Strongly Disagree

- | | |
|--|--|
| 1. The Glossary feature provided clear and understandable definitions. | SA A U D SD |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. The tutor responded in good time to questions that were raised online. | SA A U D SD |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. I participated more in the online discussions than I would do in class. | SA A U D SD |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. I found the self-tests were valuable for monitoring my own progress. | SA A U D SD |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. The course website was well organised and easy to get around. | SA A U D SD |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. The recommended online readings I used tended to be very useful. | SA A U D SD |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. I would have benefited from more class-based contact with the tutor. | SA A U D SD |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

8. The animations in the course material enhanced my understanding.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. The guidance provided on how to use the online resources was good.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. The discussion tasks played an important part in my learning.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. The coursework specifications clearly described what was required.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. I felt there was an appropriate mix of online and class-based activity.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13. The level of debate in the discussion board was better than in class.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14. The tutor prepared us well for the work we would be doing online.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15. I used the course website to study at the best times for me to learn.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
16. From a technical point of view the online tools were easy to operate.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
17. The coursework undertaken kept me continually engaged online.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
18. The course planner clearly indicated what we needed to do by when.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
19. I would have learned more if this course had been class-based only.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
20. The course units provided understandable explanations of topics.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
21. The reduced face-to-face contact with classmates limited my learning.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
22. The quality of feedback received from the tutor online was good.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
23. Help from the tutor or classmates always felt easily available online.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
24. The work we did online was good preparation for the assessed work.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
25. I would like my other courses to offer a similar kind of online support.	SA A U D SD <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

C. Other feedback

1. Please use the space below to detail anything that you particularly liked about this module

2. Please use the space below to detail anything that you particularly disliked about this module

3. In what ways could the online support and resources for this module be improved?



Thank you for taking the time to complete this survey

[Note: you may want to ask for contact details if follow-up evaluation activity is planned]