Survey of educator views on the changing face of learning and teaching

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Kortext

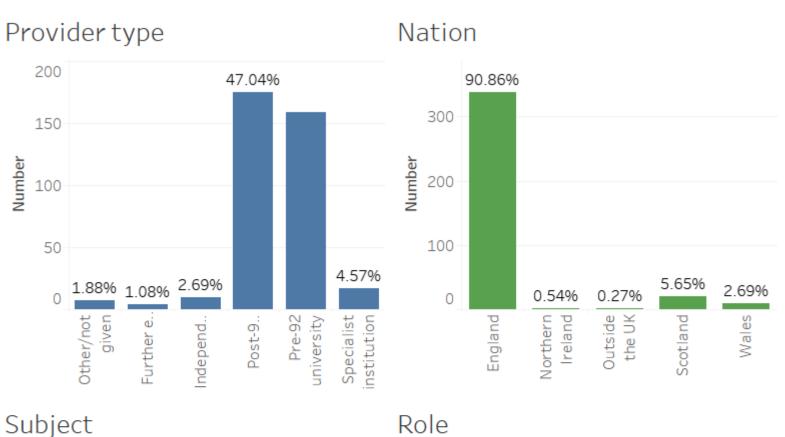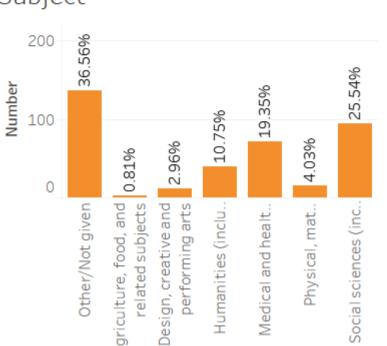WONKHE

The survey sample

372 responses

The survey, conducted between 11 and 23 May 2022, was of a self-selecting sample.
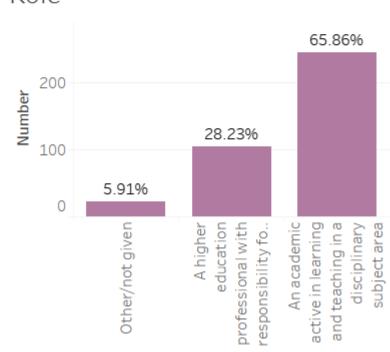
Around two thirds of responses came from staff that identified as academic – other were primarily from other professional learning and teaching roles.

Overwhelmingly, the sample was drawn from traditional large providers in England.

Of those who responded to the question, 40 per cent worked in the social sciences, and 30 per cent in medical and health sciences
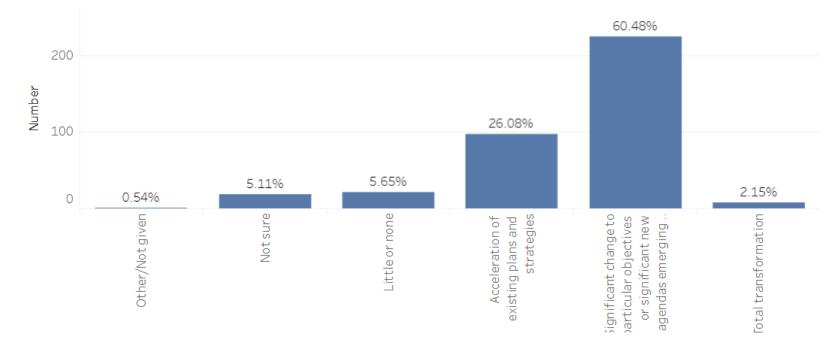
1. The changing landscape

Significant change is likely

> " Institutional managers are often lumped in – or perhaps more accurately – seen as cowed by the ministerial insistence on the "old normal". And with waves of staff redundancy already being felt around the sector it is difficult to feel optimistic about anything, despite a palpable pride in what the sector learned during emergency remote learning and a clear sense of some of the opportunities on offer.

After emergency learning

Six in ten saw significant change coming to learning and teaching arising from the Covid-19 emergency online learning experience.

The modal response on how positive academics felt about this was 4 out of 5 (with 5 being "very optimistic")

What scale of change to learning and teaching across your institution do you anticipate arising from the experience of the Covid-19 pandemic?
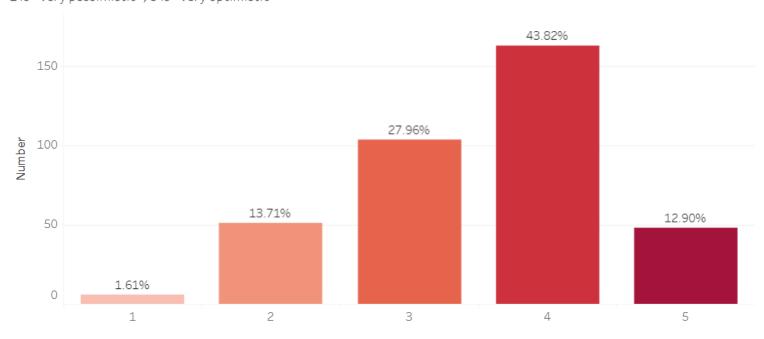

How do you feel about the potential for learning and teaching change post-Covid?
1 is "very pessimistic", 5 is "very optimistic"

A minority have serious concerns about digital learning
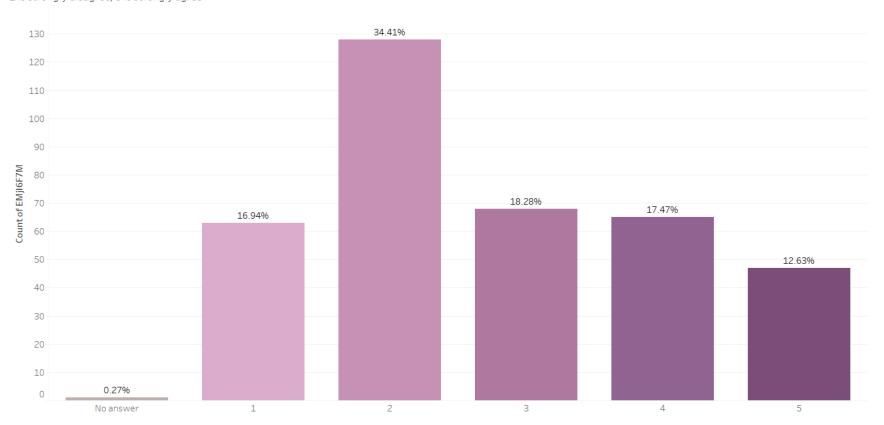
Digital can be difficult

Though most respondents were positive about the pedagogic affordances of digital resources, and the role of digital resources in widening access, there are still concerns among some staff.

Responses citied issues of digital inclusion, and around the barriers to and capacity for use, among staff and students.

> " We already have these things and the important thing is that any extra resources (more self-assessment questions would be great) need to be integrated into our existing VLE so students don't have yet another platform they have to click on or log in to
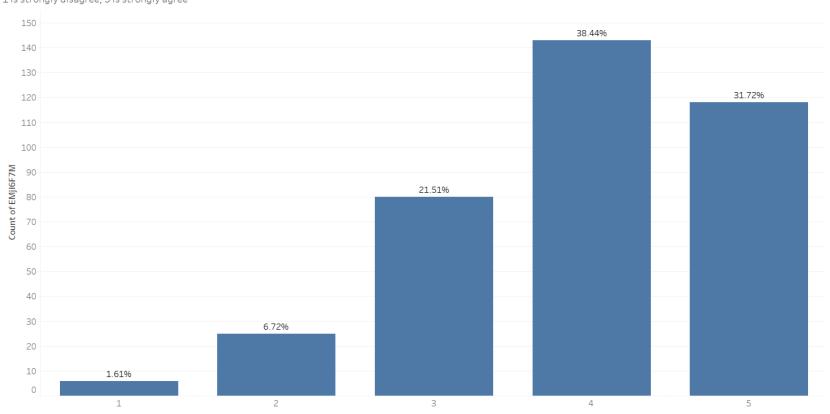
I am concerned about the pedagogic implications of a shift towards digital learning resources
1 is strongly disagree, 5 is strongly agree

I believe digital learning resources help widen access to higher education
1 is strongly disagree, 5 is strongly agree

2. Making change

Student success drives the debate
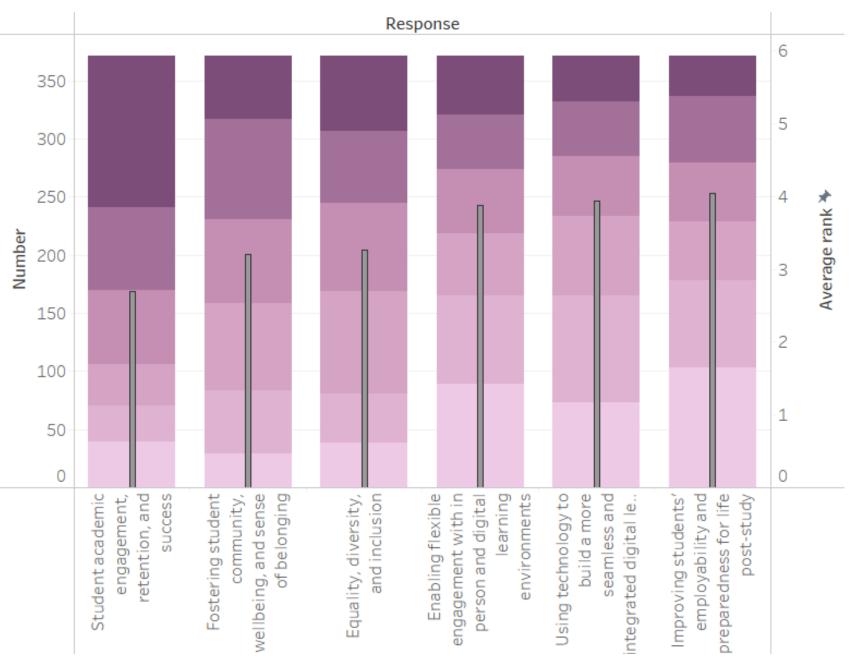
Technology in the service of students

Debates about using technology in teaching are focused around student needs – in terms of academic success, community-building and inclusion.

Priority areas include **assessment and feedback** (71%), **course structure** (58.5%) and **student voice/co-creation** (57.2%)

A lot of our 'Covid keeps' have enhanced the quality of our teaching and learning. For example we intend to continue with online assessments, which we have found to be more inclusive. The style of these assessments (problem solving, data interpretation, experimental design) has influenced the teaching, leading to more active in-person learning sessions, such as workshops, supported by recorded materials.

Please rank each of the below challenges from most to least significant in terms of how they are shaping discussions about changing learning and teaching in your particular disciplinary or professional context
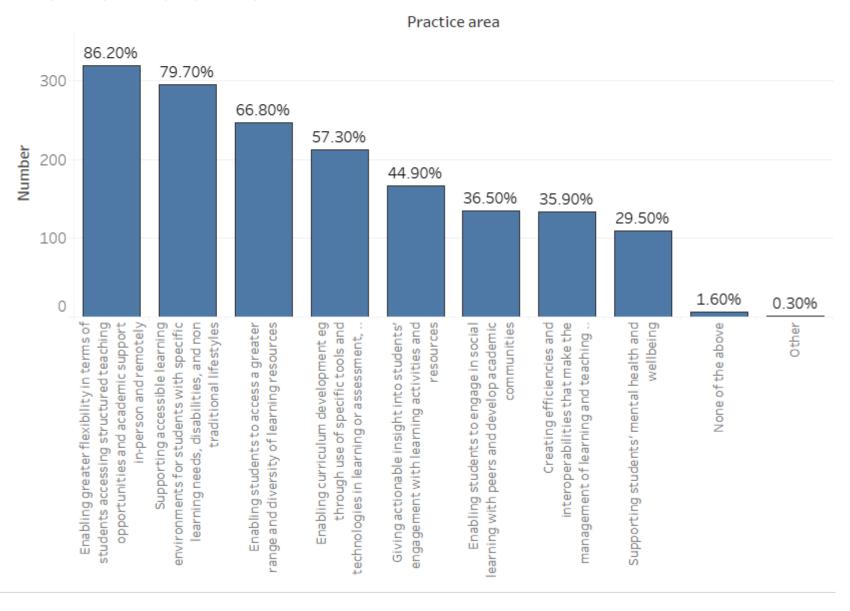
1 is high, 6 is low

What can technology do to help
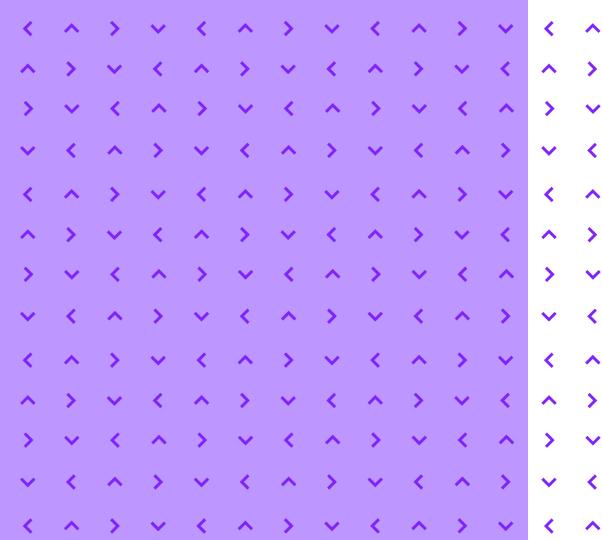
Flexibility and accessibility rule

The consensus appears to be that supporting students in accessing learning in ways and at time that suits them is the primary benefit of learning technology. This is seen as having a particular impact on supporting diverse students.

It is notable that most respondents did not see technology as having a specific role in supporting mental health.

What aspects of student learning needs or expectations do you see technology as having a significant role in enabling?

Multiple responses per person permitted

Practice area

Category	Percentage
Enabling greater flexibility in terms of students accessing structured teaching opportunities and academic support in-person and remotely	86.20%
Supporting accessible learning environments for students with specific learning needs, disabilities, and non traditional lifestyles	79.70%
Enabling students to access a greater range and diversity of learning resources	66.80%
Enabling curriculum development eg through use of specific tools and technologies in learning or assessment, …	57.30%
Giving actionable insight into students' engagement with learning activities and resources	44.90%
Enabling students to engage in social learning with peers and develop academic communities	36.50%
Creating efficiencies and interoperabilities that make the management of learning and teaching …	35.90%
Supporting students' mental health and wellbeing	29.50%
None of the above	1.60%
Other	0.30%

3. How change happens

Support for staff who teach
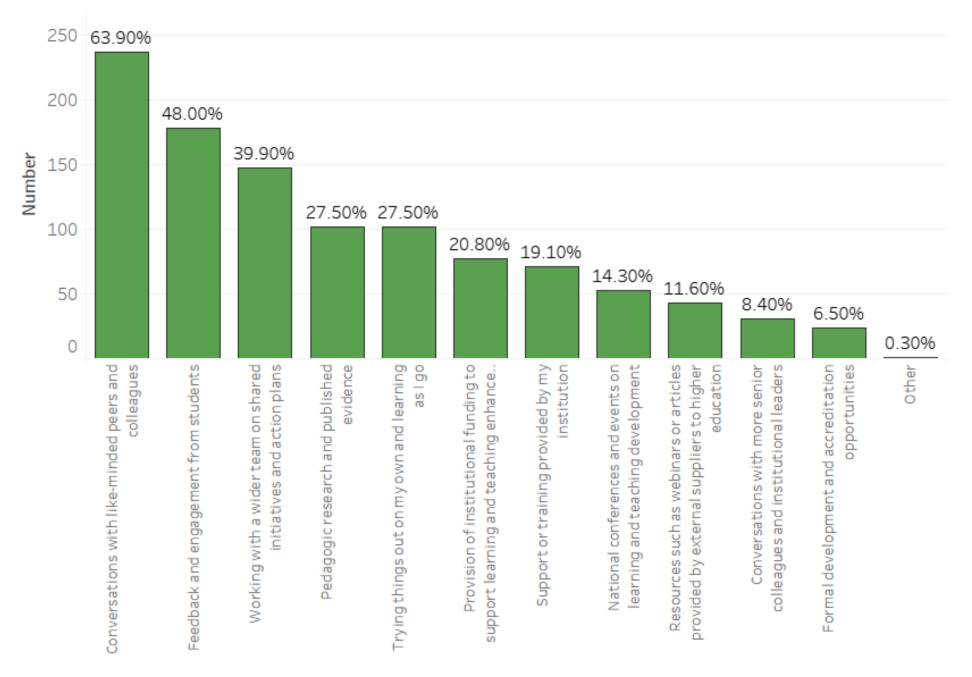
Keeping it organic

Staff look to peers and colleagues, and to student feedback, in designing new learning and teaching interventions. Provider or national level initiatives have less impacts. More than 20 years on from Dearing, is learning and teaching still a "cottage industry"?

Our respondents were personally engaged in L&T enhancement, and generally reported a departmental culture of enhancement and innovation.
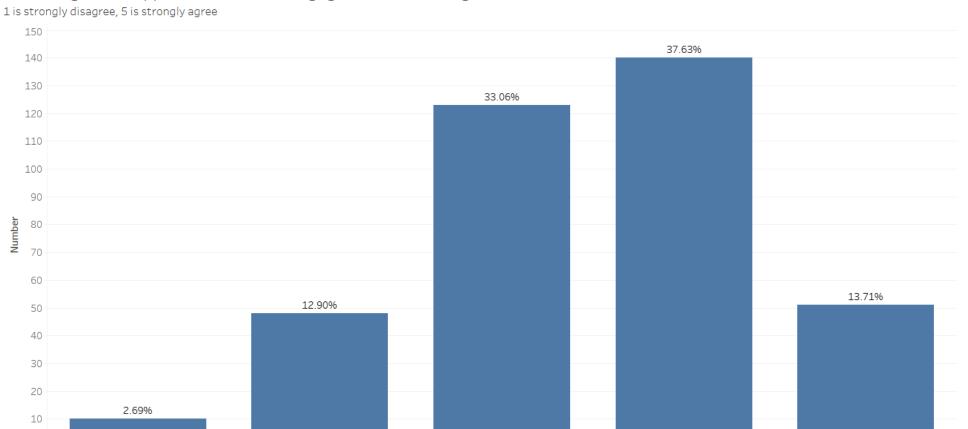
However they were less certain of the student appetite to engage with teaching innovation.

What do you find most valuable in considering how to improve or change learning and teaching?
Multiple responses per person permitted

Response	%
Conversations with like-minded peers and colleagues	63.90%
Feedback and engagement from students	48.00%
Working with a wider team on shared initiatives and action plans	39.90%
Pedagogic research and published evidence	27.50%
Trying things out on my own and learning as I go	27.50%
Provision of institutional funding to support learning and teaching enhance…	20.80%
Support or training provided by my institution	19.10%
National conferences and events on learning and teaching development	14.30%
Resources such as webinars or articles provided by external suppliers to higher education	11.60%
Conversations with more senior colleagues and institutional leaders	8.40%
Formal development and accreditation opportunities	6.50%
Other	0.30%

Students at this institution are generally open to and engaged with learning and teaching innovation, including using digital technologies to support and enhance engagement in learning
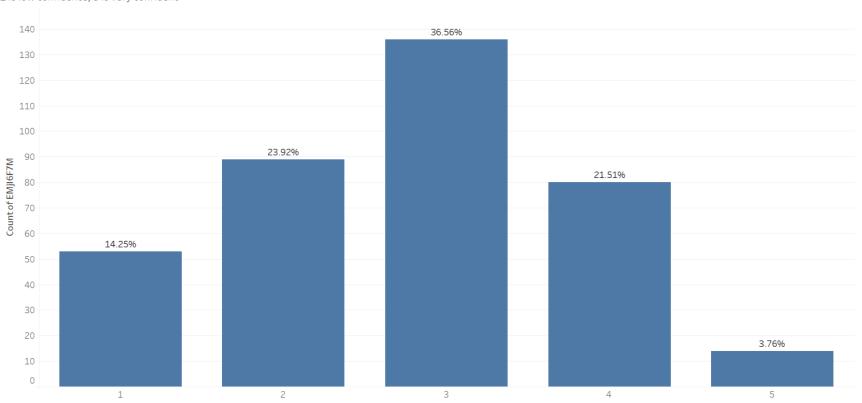1 is strongly disagree, 5 is strongly agree

Students...

How confident are you in your institution's capacity to fund and build cross-institutional technological capabilities that support and enhance teaching and learning?
1 is low confidence, 5 is very confident

And providers...

There is, overall, a lack of investment in staff time, systems or processes beyond Zoom, Teams and Moodle. It is almost as if there is a generalised fear of rocking the boat and that is students are incapable of learning or staff incapable of working unless they are sat in a classroom or an office - this is reflecting in application of attendance policy and working practice. In some ways we have moved backwards from the innovation that we made - and I was very close to the design and development of the pedagogical pivot - as the pa

Although senior managers acknowledge the need for digital transformation they expect to achieve this with minimum investment, without increased staff to manage the increased technology, current staff will leave for a more highly paid commercial role. Its not that staff necessarily want more pay, they just want manageable workloads.
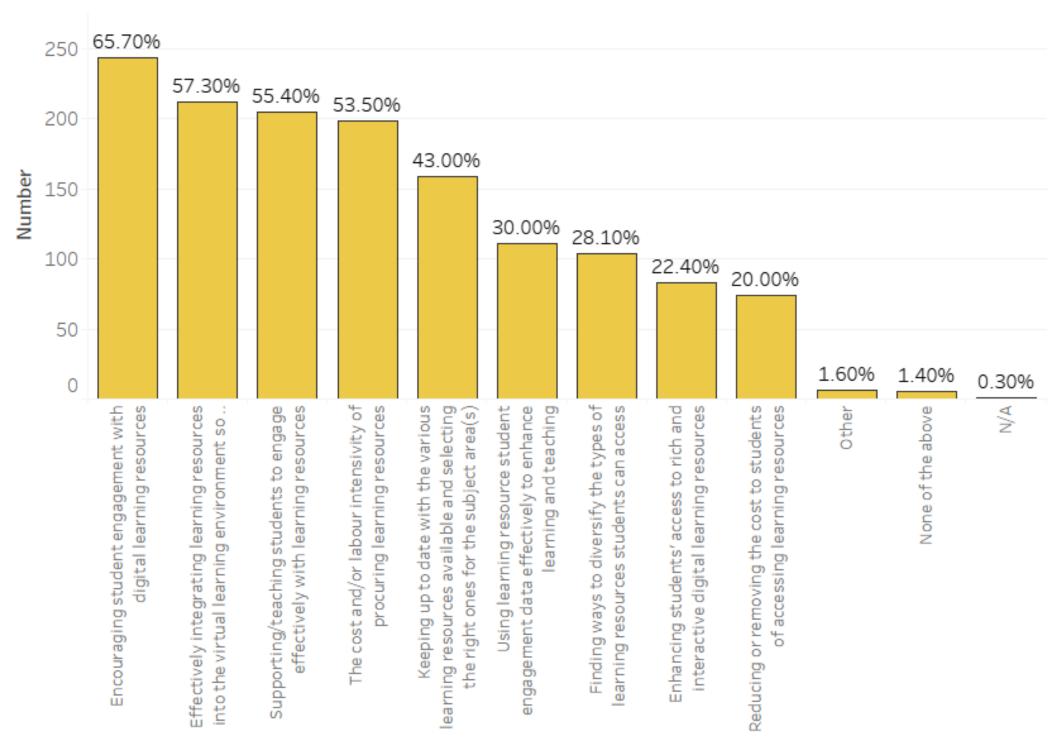
The biggest challenge is not funding or institutional support, but the time to be able to plan and deliver the new solution. We are overworked. So how do we find time to research, develop and implement new solutions?

Institution capacity is good, yet students have their own free will and do not engage

Which of the below presents a significant challenge to students' engagement with learning resources?
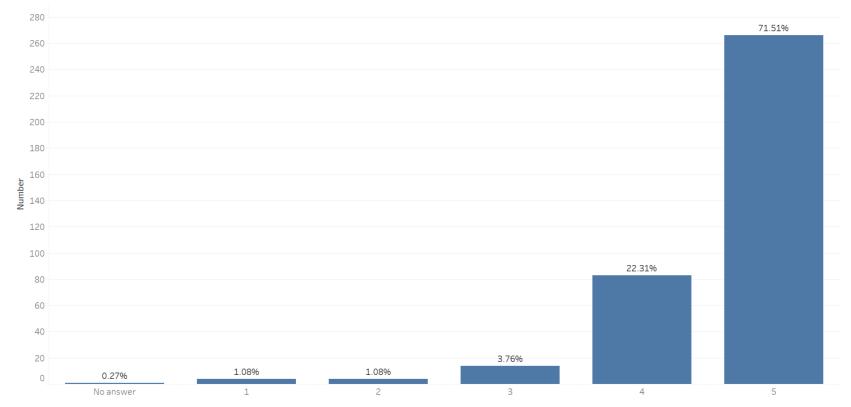
Multiple responses per person permitted

Category	Value
Encouraging student engagement with digital learning resources	65.70%
Effectively integrating learning resources into the virtual learning environment so ...	57.30%
Supporting/teaching students to engage effectively with learning resources	55.40%
The cost and/or labour intensivity of procuring learning resources	53.50%
Keeping up to date with the various learning resources available and selecting the right ones for the subject area(s)	43.00%
Using learning resource student engagement data effectively to enhance learning and teaching	30.00%
Finding ways to diversify the types of learning resources students can access	28.10%
Enhancing students' access to rich and interactive digital learning resources	22.40%
Reducing or removing the cost to students of accessing learning resources	20.00%
Other	1.60%
None of the above	1.40%
N/A	0.30%

4. Specifically resources

Hard copy?

Digital learning resources are becoming the norm

Nearly 80 per cent of our respondents felt that

"digital learning resources will dominate and we'll see reduction in the acquisition and use of hard copy learning
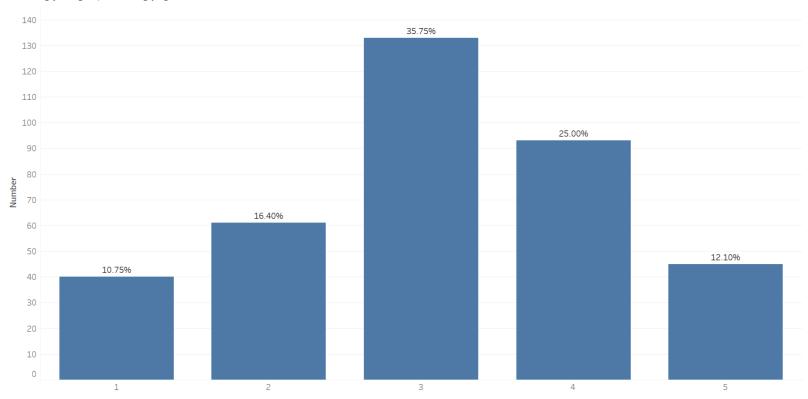
New models

Free access

Respondents were keen that students should not have to pay directly for core resources.

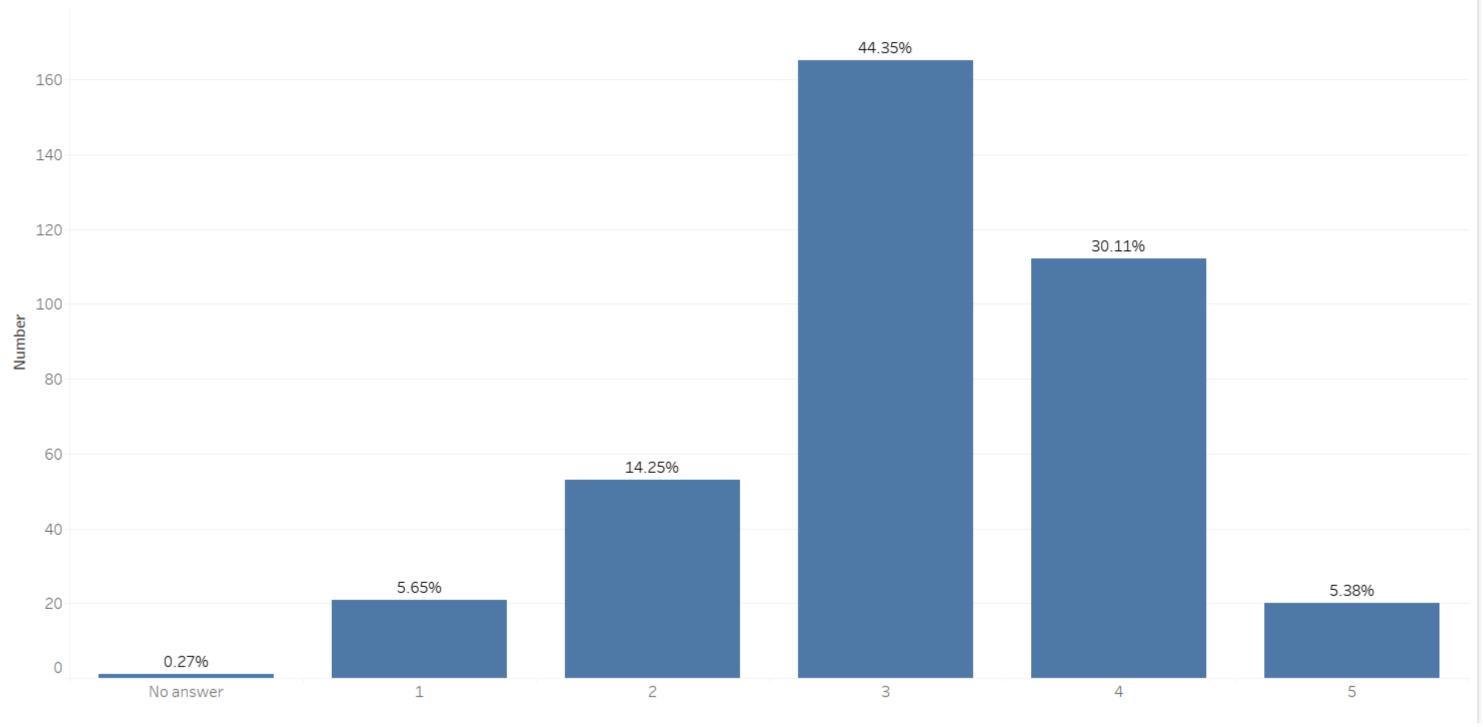More than 70 per cent indicated some use of OER (open educational resources) in learning and teaching practice.

However, in both of these scenarios somebody else has to pay for learning resources – and how this is funded is an open question.

There was a three way split between senior L&T leaders (33%), academics in disciplines (30.7%), and librarians (22.9%) having a primary responsibility for resource provision.

It is reasonable for students to expect to be able to access core digital learning resources at no additional cost
1 is strongly disagree, 5 is strongly agree

I am an active user of open educational resources (OERs) in my learning and teaching practice
1 is strongly disagree, 5 is strongly agree

To what extent are you satisfied that provision of digital learning resources is efficient and effective in your institution

1 is not at all satisfied, 5 is very satisfied
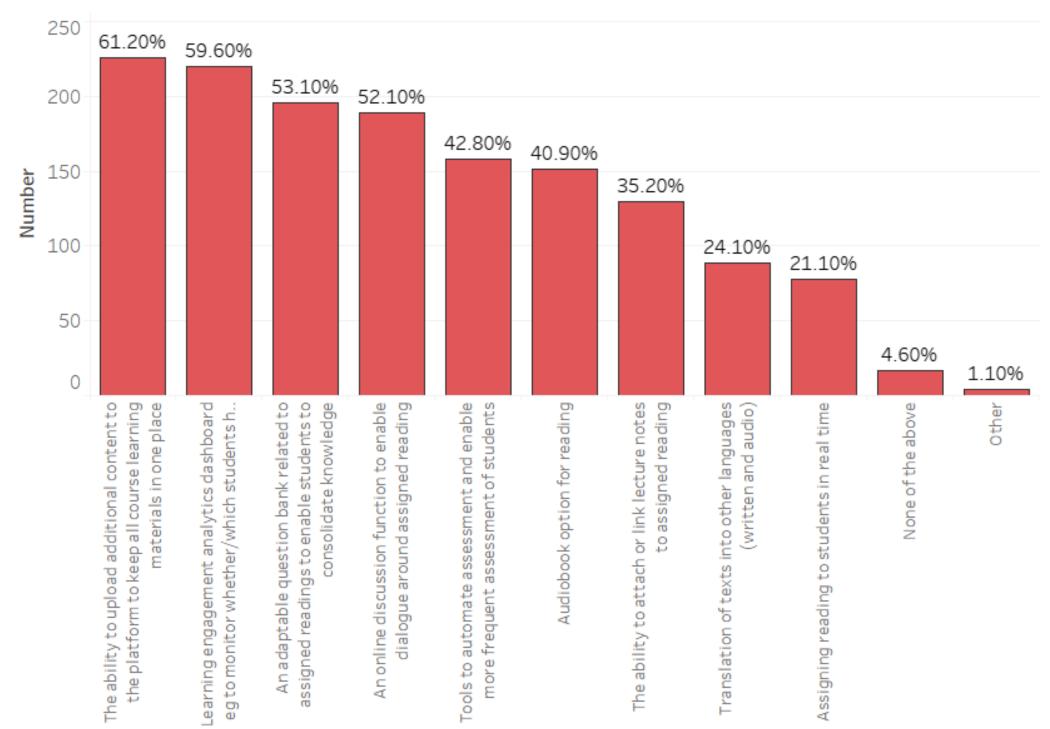
5. What do we want from a platform

Which of the below potential platform capacities would you find useful in your teaching and learning practice?

Multiple responses per person permitted

We already have these things and the important thing is that any extra resources (more self-assessment questions would be great) need to be integrated into our existing VLE so students don't have yet another platform they have to click on or log in to

Final reflections

This year's experience shows that student engagement is our biggest challenge with inclusive digital materials being available. Students generally very resistive to self-motivated active learning when they reach HE after a previous experience where there is none

I feel strongly that we should not go back to the way things were pre-pandemic, we have a real opportunity to embrace digital technologies, underpinned by pedagogic research, to make a positive change for the future of HE provision

It's important to remember digital poverty so while digital access should enable more students to engage and engage flexibly, we need to ensure students have access to (and preferably own) appropriate technology

Digital teaching and learning has a role to play, and is useful, but for me education and learning is a social experience and face to face teaching must be the core of what we do.

The government and university leadership narrative that online learning is second best to in-person has damaged initiatives to integrate the two.

Nothing quite recreates the magic that happens when people gather in a physical space to collaborate on teaching and learning

Academic staff training and engagement with digital learning resources is critical for increasing student confidence and awareness of using digital learning content.

I think a hybrid approach to teaching (not blended learning per se) is the way forward as online teaching can be just if not more creative than on-campus teaching. I can see its advantages now compared to pre-pandemic!

The cost of e-books for HE needs to be addressed by senior leaders

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hallo 🇳🇱 🇬🇧 🇺🇸 👋

enhancing student engagement generally leads to improved retention rates and overall student success*.

@EricStoller @Wonkhe

1) edtech is not a panacea for student success issues

2) edtech cannot (by itself) change organisational culture

3) edtech can benefit students in multifaceted ways

4) edtech can be excruciatingly boring…and that's okay

5) edtech are used by staff and students…ask them if it works

@EricStoller   **@Wonkhe**

6) edtech marketing is generally overhyped…get a real demo

7) edtech - privacy vs utility: the dashboard dilemma

8) regardless of government views, we are done with "normal"

9) well-being and mental health assistance via edtech matters

10) bigger edtech doesn't mean better - Microsoft vs. Class vs. EdSights

11) edtech implementations are down

12) edtech should not introduce friction into the student experience

13) edtech might not be as "fun" or as "easy" to use as non-edtech tech…and that's okay…sometimes

14) an edtech integration shouldn't be clunky…otherwise, it's just another hurdle for student engagement

@EricStoller

tot ziens 🇳🇱 🇬🇧 🇺🇸 👋

listedtech

Supporting the Intelligent Future

James Gray, CEO & Founder Kortext

Kortext

Delivering a digital study experience at scale

200 colleagues supporting over **2m** students at over **2,300 universities** around the world in some **200 countries**

Access to **4m+** eBooks and educational videos from over **4,700** publishers including a large collection of **OER material** via a personalised learning space for every student, connecting them with their courses, with each other and with their academics, through the VLE

Delivery of **learning analytics** and **Learning tools** working seamlessly with all learning content

Improving the student experience, retention, progression and outcomes

Kortext Arcturus – Learning & Experience platform

Kortext Arcturus
The Smart learning experience and engagement platform

Powering

Administration
Discovery
Acquisitions
Connectivity
Reading list
Service cloud
Set up /
provisioning

Kortext Insights
Advanced
learner
analytics
Academic
dashboards
Curriculum review

Kortext Smart Bookshelf & Student Hub
Advanced
reading and
learning tools
Share /
collaborate
Engage!
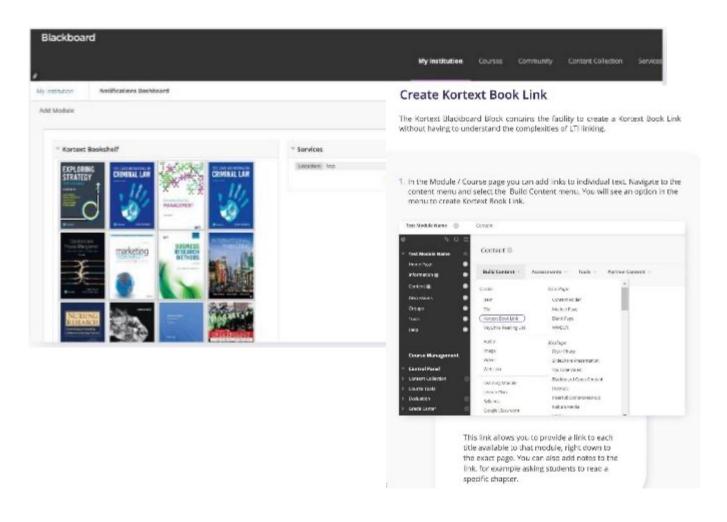
Kortext Smart Academic Hub
Teaching &
engagement tools
Assign reading
Assessment
Review copies
Analytics

Kortext Content Marketplace
Integrated Store
for students
4m eTextbooks &
educational
videos + 11,000
OER materials

Kortext

How it works – Seamless connection into the VLE
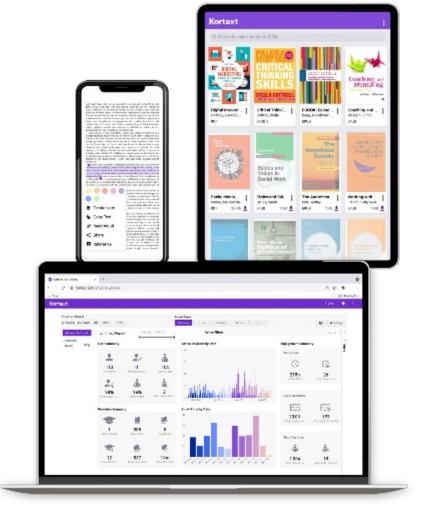
Universities providing learning resources

- **143+** UK universities working with Kortext (inc. CLA delivery)

- **15+** universities are now partnering to deliver / build large scale teaching, learning and outcomes-focused projects (multiple books per module) including:
  - University of Manchester
  - University of East London
  - University of Birmingham
  - University of Exeter
  - Middlesex
  - Kings College, London
  - Wolverhampton

- Multiple faculties partnering to deliver projects

- **10+** universities thinking about whole of institution projects

- Multiple overseas universities also partnered on large scale teaching and learning focused projects

Response to the research….

- **6 in 10** respondents anticipate **significant new changes** to teaching within institutions, with **a further quarter** expecting the **acceleration of existing plans for change**

- Changes to teaching are overwhelmingly considered on the basis of the **benefit to the student experience** before any other considerations come into play –

- In terms of areas of practice the **biggest interest** was around **assessment and feedback** (71 per cent)

- "We do need to ensure however, that we do not just create a repository of digital resources **that students do not engage with**, and that we encourage use of collaborative notetaking, personal notetaking, question and answers on a range of digital media"

8 clicks to the book!!!

- After accessing the VLE page, students will have to click on this sign.

- This will lead to the list of student's courses.

- By clicking on a module, the student can access the material.

- By clicking on "Module Information", the student can access the reading list.

Basic Reading:

Consumer Behaviour: An European Perspective

Book - by Michael R. Solomon; Soren Askegaard; Margaret K. Hogg - 2019

VIEW ONLINE

- The student is then directed to where they will then have to click on "View Online".

- The student can then access the book on various platforms.

Single Sign On Service

User Name:

Password:

LOG IN

- After clicking on any of the links available, the student will then have to login into their university account.

- Finally, the book will open directly.

Kortext

Student ebook access & engagement ....

Data drawn from active Kortext user data, from semester one start to 31st May 2022

152M
Pages Accessed

1.8M
Hours Studied

5.4M
Annotations

1.9M
Searches

3.7M
Combined Study Sessions

Engagement analytics by course, user & content

Kortext

Kortext academic research panel (KARP)

- "My concern about new digital technologies is that they seem to be designed by **tech people and not lecturers with student input**. Therefore, there are often significant problems with how they work" .

and

- Our sample (**63.9 per cent** of them, at least) reported that conversations with like-minded peers were most likely to be of use
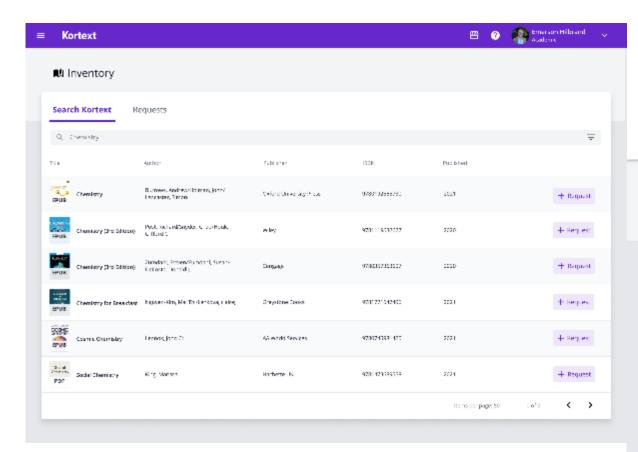
To enquire about becoming a KARP member contact....

marketing@kortext.com

Teaching and learning

The student experience

Student experience

Student Feedback

POSTGRADUATE
TAUGHT EXPERIENCE
SURVEY

*I think that the access to reading materials through **Kortext that has been available online** has been **instrumental in my success** in the course so far. I tend to do a lot of my writing late at night when I have a clear head and being able to access these resources on demand has really helped me. If these had not been available I have no doubt that I would not be succeeding on the course in the way that I am.*

Thank you for your attention!

Contact: Robin Gibson - robing@Kortext.com

SCAN FOR THE KORTEXT WEBSITE