

Northumbria Research Link

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VLEs: The student perspective

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VLEs: The student perspective

Study Aims:

- To find out what Northumbria students use on the VLE
- To determine what Northumbria students use the VLE for
- To investigate student perceptions of the VLE
- To find out what additional information and features students would like on the VLE
- To identify factors influencing student usage of the VLE

VLEs: The student perspective

Data Collection methods

Online questionnaire: $n = 407$

Diary completed for a day, once a week for an eight week period: $n = 15$

Two focus groups: $n = 15$

VLEs: The student perspective

Themes

- Student activity
- Adopting a student centred approach
- Impediments to student learning
- Impact on lecture attendance
- Communication tools

VLEs: The student perspective

Student Activity

- 66% login daily
- 84% login once a week
- Main activity: Downloading notes; assignment briefs; e-mailing staff

VLEs: The student perspective

Adopting a student centred approach

- Match with learning style
- Aids learning, though not always if not used to full potential or too texty
- Note annotating
- Prepare for assignments

VLEs: The student perspective

Impediments to student learning

- Navigation
- Lack of preparation
- Availability of materials
- Timing of posting

VLEs: The student perspective

Impact on lecture attendance

- Does posting of lecture notes reduce attendance?
- No impact

VLEs: The student perspective

Communication tools

- 17% voluntarily use VLE communication tools
- 30% use VLE communication tools if instructed
- Limited use
- Potential use

VLEs: The student perspective

Recommendations

- Consistency within programmes:
 - Appearance
 - Lecture notes
- Pre-post lecture notes
- Make greater use of communication tools

VLEs: The student perspective

Further Research

- Possible areas include how to use VLE communication tools to enhance student experience:
 - Announcements
 - Instant Messaging
 - Blogs
 - Wikis