OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

FINAL REPORT ON THE OTLA PHASE 7 (ENGLISH) PROJECT – NEW SUPPORT MODELS: HOW CAN WE HELP LEARNERS BUILD SOCIAL CONNECTIONS WHILST STUDYING ONLINE?

West Suffolk College

EDUCATION & TRAINING FOUNDATION

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Final report - New Support Models: How can we help learners build social connections whilst studying online?

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This project aimed to find ways to enable learners to connect with each other whilst studying online. Opportunities for collaborative working in small groups and a whole department approach to induction led to learners getting to know each other better, increased confidence and improved learning outcomes.

Summary

The practice of learners working alongside their peers is integral to the experience of learners in the Adult Skills department of West Suffolk College, with students benefitting from the support and encouragement of peers throughout their learning journey. The aim of this project was to investigate how we could provide space and opportunities for these support networks to develop whilst students were learning online and not meeting in person.

Interventions focused on the 12-week Level 1 & 2 Functional Skills Maths classes taught online by the deputy project lead using the college's preferred platform of Microsoft Teams.

Learning and feedback from classes in the autumn term led to a range of developments being implemented across the department. A focus on collaborative activities in breakout rooms and a departmental approach to induction led to learners reporting that they were getting to know each other better and appears to have had a positive impact upon learner achievement throughout the course.

Rationale

We noticed during the 2020 Covid -19 lockdown that the learners who remained engaged with their learning, and who made the most progress, were those who had formed friendships within the group before learning was moved online. These learners supported each other, encouraging and spurring each other on with their maths learning. Their connections with one another seemed to lead to better engagement and stronger outcomes.

We were aware that during this academic year we would be faced with the challenge of providing space and opportunities for social interaction to take place whilst having to adhere to strict social distancing and delivering courses online. As we re-imagined what education would look like in this new 'Covid' world it was important that we did not lose these positive social interactions that benefit learners both personally and academically.

Our action research aimed to focus on finding effective ways to encourage learners to quickly build community and mutually supportive relationships within their teaching groups. It was proposed that the provision of such opportunities would

lead to improvements in attendance, retention and progression as well as making the learning experience more enjoyable for learners.

Approach

We set out to provide opportunities for learners to interact with each other through:

- break out rooms or opportunities for small group work
- time before each class to chat
- ice-breaker tasks

Information was gathered through:

- tutor observations
- learner surveys at the start of the course, mid-way through, and at the end of the course through MS Forms (see appendix 4)
- monitoring of attendance and progress
- interviews with individual learners

Difficulties in setting up learners' college IT accounts and delays to the roll out of breakout rooms in Teams meant we were unable to trial the interventions as planned across our first cohort of courses in the autumn term. Observations suggested that learners who had met with the tutor before the start of the course gelled much faster with other members of the group and were more relaxed and willing to engage with online classes. It was also noticed that those who were more comfortable with the technology were less anxious about the course.

A review of the online courses in December involving tutors, admin staff and managers led to the decision to effect a number of administrative changes to support the delivery of the next cohort of courses. It was decided to implement a 'week zero' session across the department in all Functional Skills English and maths classes (not just those directly involved in the project), with the aim of giving learners the opportunity to meet the tutor and each other and to become familiar with the technology before teaching started (see appendix 7 for more information on 'Week Zero').

Advances in Teams meant that breakout rooms were possible in the second cohort of courses which included the following interventions:

- implementation of 'Week Zero' (group induction & individual meetings between learner & tutor)
- learners meeting in fixed tutorial groups each week
- tutors developing collaborative activities

Adjustments were made to collaborative tasks throughout the course in response to learner feedback and observations. Initially the Teams Class Notebook was used as a platform for accessing the group work, before moving to Jamboard which proved more successful for encouraging collaborative working (see appendix 8 for more detail).

Professional learning: Evidence of changes in teaching, learning and assessment practices

The design of the course on Teams, utilising a flipped learning approach, allowed students to take responsibility for their own learning. The completion of the self-assessment sheet each week guided their pre-class preparation (see appendix 9). The ability to set, keep track of and provide feedback on assignments through Teams has made it easier for staff to monitor learner work and thus saved time. A number of tutors plan to continue setting work through Teams once back in the classroom.

New learning tools and strategies have been adopted out of necessity to make the online classroom more engaging, many of which will no doubt become features of the classroom once in-person classes return. IT skills across the department have improved with tutors becoming proficient in using a platform many had not heard of 12 months ago. Members of the team have worked together to practise using online tools and team meetings have included mini-CPD sessions involving the sharing of tools and resources (see appendix 10).

Whilst reflection is a standard part of the teacher's toolkit, the process of being involved in the project has meant greater emphasis being placed upon listening to learners, on gathering information from a wide range of sources and of sharing these observations and ideas, with colleagues within the department, the wider college and with fellow FE practitioners in other contexts.

Learners have been keen to share ideas and feedback, readily acknowledging the belief that 'this is new for all of us, and we're in it together'. The novelty of online learning for most people has meant tutors have not been burdened by the range of expectations often brought to class by students, and learners have been willing to embrace new ways of doing things.

The structure and accountability offered by involvement in the OTLA project has ensured that interventions have been adapted and honed throughout the process rather than being abandoned when challenges have been faced.

Evidence of improved collaboration and changes in organisational practices

Although Covid-lockdowns have meant the vast majority of our team working from home this year, in many ways this has encouraged greater collaboration with staff actively seeking out opportunities to discuss and collaborate. Team meetings have been much better attended this academic year than previously.

Collaboration with an English tutor from another college inspired the use of Jamboard as part of the project. The knowledge, experience and practical tips that she shared gave the project team the confidence needed to get started and use the tool professionally with learners. This experience was in turn shared with other members of the maths team, and a number of tutors now regularly use Jamboard.

The knowledge gained through the project of online course design in the autumn term meant that the team was ready with an effective course and resources to be rolled out to all tutors upon the unexpected move to full online learning in January 2021.

Constructive dialogue between all stakeholders in the process of enrolment and induction led to an effective solution to a number of issues including learners not receiving their college log ins (meaning they were unable to access the full functionality of Teams), learners joining courses late leading to difficulties 'catching up' & learners not having the IT skills or resources to be able to access the online course effectively. The enrolment process was restructured and 'week zero' sessions instigated across all courses (see appendix 7).
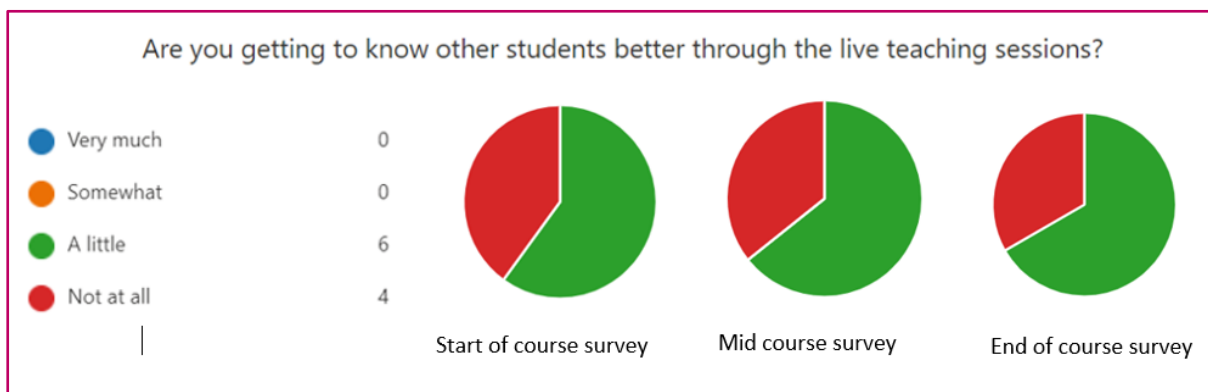
Common ground rules and expectations were decided on across the subjects ensuring a consistent approach and experience for all learners. The team worked together to produce a Padlet of pre-course information to be sent to each learner. These adaptations meant that learners were as prepared as possible before starting their course and aimed to reduce the anxiety around accessing an online course.

Learning from the project was shared with the wider college through the college managers' meeting (see appendix 16), digital steering group and with other colleges through the Maths Practitioners' Network.
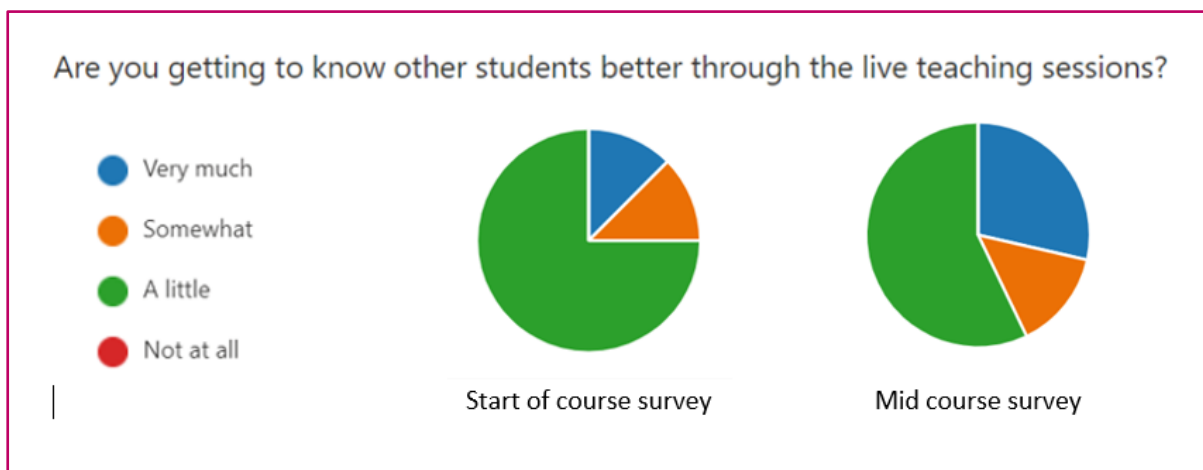
Evidence of improvement in learners' achievements, retention and progression

Learner feedback and observations show that learners who took part in small, fixed tutorial group sessions got to know each other better than those who only took part in whole class live teaching sessions.

Cohort 1 classes: Whole group live teaching sessions & optional drop ins

Are you getting to know other students better through the live teaching sessions?

Very much	0
Somewhat	0
A little	6
Not at all	4

Start of course survey   Mid course survey   End of course survey

G489: A cohort 2 class involving whole group live teaching sessions & compulsory small group tutorials.

Are you getting to know other students better through the live teaching sessions?

- Very much
- Somewhat
- A little
- Not at all

Start of course survey

Mid course survey

Learner 'JB' describes how it takes time to get to know other learners:

> "I think it's developed over [time]…the first two weeks it was a little strange and you're seeing these faces and you're like, hi, and then it becomes a little bit more comfortable."

Learners value being able to discuss maths in small groups and feel it has an impact on their learning:

> "I think it's made a massive difference having other people because there have been times when I've not known the answer. Like the circumference of that circle, I said diameter & a couple of them jumped straight in and said no it's circumference and there have been a couple of times where I've been able to help other people as well. I don't think my learning would have been as far if I had been on my own."

Learner Karla felt it was important to be part of a group when learning but was also aware of the 'flip side' explaining that she sometimes did not want to answer questions verbally, or in chat, as she was concerned about what others would say or think if she got it wrong. Being in a group with the same people each week seems to have eased her anxieties as the learners have got to know each other better:

> "Last couple of weeks 'C', 'M' & myself have been in a group together. It's been nice seeing how we've worked together over the past couple of weeks, kind of formed a little bond in that group and we talk a little bit first and got to know each other a little bit more as well as how we work together and how we figure out the work through the equations together." "If it was in the group, I'm working in now I'd say I don't understand it, if it was a new group of people, I wouldn't say anything."

Whilst learners' achievement on milestone assessments in the second cohort appears to be better than the first (see appendix 17) this could be due to the connections built between learners or that the extra hours practice of maths per week has boosted their learning. The majority of learners felt that learning alongside others in their tutorial group had helped to develop their maths knowledge and skills (see appendix 13 & 14)

'Week Zero' appears to have had a positive effect on learners with both teachers and learners stating that they felt it had prepared learners well for the course with many learners specifically stating that it helped them feel less anxious (see appendix 7).

Contrary to our initial thoughts figures for those leaving the course appear to be higher for cohort 2 courses (see appendix 17). Possible reasons for this include the decision not to learn online as the more thorough induction to the course ensured learners were aware of the time commitment needed across the 12 weeks and opted to postpone their learning.

Learning from this project

Learners reported that working collaboratively, in smaller groups had a beneficial impact on their learning & data suggests that those in the 2nd cohort did perform better. However, it is important to bear in mind that many factors may have contributed to this outcome such as the impact of Covid upon learners' mental health.

A major difference between 'in person' and online classes is the lack of spontaneous opportunities for meeting up with other learners. On this project all opportunities were mediated by the tutor and so a future project could explore the benefits of facilitating learners to communicate outside of class through the setting of group work projects that did not involve the tutor.

'Week Zero' had a positive effect especially for anxious students. Aside from the benefits of ensuring all learners understood course expectations and technology, the building of the tutor-learner relationship appeared to be key to this. Tutors reported that learners whom they had got to know better were more likely to contact them to discuss any issues and seek support. The Adult Skills department are looking at how we can apply our learning from the success of Week Zero on online courses to the classroom when we return in September.

The project worked well because it encouraged tutors to engage learners at each stage of the course design process and involvement promoted a spirit of collaboration within the wider team.

Appendix 1 – The project team

Project Role	Name	Job Role
Project Lead	Annette Norton / Emily Gellard	(Interim) Programme Manager – Adult Maths & English
Deputy Lead	Rachel Williams	Programme lead for Adult Maths
Project team	Lexy Reynolds	Maths lecturer
Project team	Jan Whelan	Programme Lead for Adult English
Project team	Sam Royall	Maths lecturer
Project Mentor	Helen Hewlett (ccConsultancy)	
Research Group Lead	Bob Read (ccConsultancy)	

Appendix 2 – Case Study 1: M

M was a member of a class in the first cohort of courses, he enrolled on an Online Maths class in order to gain his level 2 Maths qualification and begin a plumbing course.

A positive and enthusiastic learner he stated that he was confident with maths and digital technologies before the course began. M signed up for the online course because it fitted with his days off from work and the timings were convenient. The fact he could participate from home also fitted in with his family responsibilities.

"It's the only one I could do... [and it has a] ...perfect start [time] because it gives me time to get home from dropping my son at school".

As well as the live online sessions M enjoyed having the learning materials available on Teams:

> *"I can access Teams on my phone. When I'm waiting to pick my boy up, I'm loading it up and scrolling through percentages and just refreshing it. I've got mobile revision in my hands".*

Interventions for M's group included allowing time and space before each class for learners to chat and to provide opportunities for small group work when possible.

When asked whether he had got to know people in the group M replied:

> *"Their faces, yes. You can interact with people but it's difficult to become friends by an online class... Because we're so spread out it would be hard to meet up. If it was in usual times we would go out for a cup of coffee and get to know people. You can't sit down and have a chat."*

M describes the challenges of making conversation in an online group:

> *"There have been a couple of occasions where I've got into the class before you and there have been a couple of others, I've been like 'Hello, how are you?'....they're like 'I'm fine how are you?' and then it goes quiet so it's like the pleasantries but it doesn't go much further."*

Although opportunities for conversation before class do not seem to have had a major impact on his learning or on how well he has got to know people, working in a group appears to have been more beneficial.

> *"I think it's made a massive difference having other people because there have been times when I've not known the answer. Like the circumference of that circle, I said diameter & a couple of them jumped straight in and said no it's circumference and there have been a couple of times where I've been able to help other people as well. I don't think my learning would have been as far if I had been on my own."*

Breakout rooms were not used with M's group although he participated in some tutorials which had smaller groups of learners than the main class:

> *"[It was a] closer knit, little group, we were able to get our views across easier because it was such as small group. It did work really well having a small group."*

Appendix 3 – Case Study 2: JB

JB had not envisaged enrolling on an Online course and did so only because there were limited options due to Covid-19. She progressed well throughout her courses and found that not only did her Maths skills improve but that her IT skills and confidence grew too. She's now looking forward to applying those skills in her forthcoming apprenticeship studies.

JB enrolled on a Level 2 online maths course in January having completed her Level 1 maths online the previous term. SL was also studying for her English qualification online with the college.

JB had been expecting to complete the course at work in a classroom setting. Despite initial reservations, she talks positively about the experience of learning online and the way in which it has improved her IT skills.

> *"[For the first session] I didn't really know what to expect, I'm going to get all these faces looking at me…..it's quite relaxing now but on the first week it was very daunting."*
>
> *"It absolutely petrified me, I said to my English teachers…. I'm never going to be able to do this, I'm never going to be able to send you the work and obviously I've sent you all my stuff today which I never would have been able to do before. I've sent it all online, on pictures on Microsoft Teams."*

JB's confidence with IT grew throughout the course with her rating her confidence in accessing the online course as 'neutral' at the beginning, 'somewhat confident' mid-way through and 'extremely confident' by the end of the course.

Support from tutors appears to be critical in the developing of JB's confidence

> *"Me being petrified of coming online…[it] made all the difference when you've got a supportive teacher…Hilary and yourself… it gave me peace of mind that I had that support in place … has meant the world to me because on a system that I'm not used to, it was very very scary for me."*

JB is a sociable learner who the tutor has noticed always takes the time to try and talk to others in the class and draw them into conversations.

JB's class have met in small, fixed tutorial groups each week throughout the course. The group of 3 learners have formed a bond and work well together. Whenever the tutor drops into their breakout room there is lots of discussion going on.

> *"It's nice where you split the two groups up at the end because …I get to know my group and we chat between us what we've been doing and what courses we're doing and what we hope to achieve".*

When asked in the end of course survey "Do you feel that learning alongside other students in your group had a positive impact on your maths learning?" JB responded 'very much'.

During interviews with the tutor JB described how the small tutorial group worked together and how that helped develop their maths skills:

> *"we help each other where one's really good at one area, we tend to take turns in doing different things… [when you see how others work out calculations…] You think ooh maybe that's easier, I'll try that myself."*

Discussions with JB gave insight into to how it felt to be in a breakout room and the benefits of being with the same people each week:

> Tutor: *Do you feel you're getting to know other people in the class?*
>
> SL: *"Yeah, especially D and S because they're in my team quite a bit. So we discuss different things…what we've been doing this week and how we've been getting on and how we did with the prep for this week… we do get feedback and interaction which is quite nice. I think it's developed over [time]…the first two weeks it was a little strange and you're seeing these do faces and you're like, hi and then it becomes a little bit more comfortable. "*

It was noticed that this class in particular engaged in lots of conversation before the classes, asking each other questions and actively 'catching up'. Many of the learners work in, or are hoping to get into, healthcare and this provided a common ground for the sharing of experiences and supporting each other. JB explains that she appreciates the room being opened before the class begins:

> *"That's nice because I get to see the Level 1 people as well as my group. It's nice when people do join and have a chitter chatter….I think earlier there were 4 of us all chatting…."*

The social aspect of the course as well as the support offered by JB's course tutors appears to have added to her enjoyment of online classes.

> *"Overall, the online maths has been great much better for myself than expected I recommend these courses to anyone to further you education and the support you receive it's second to none, amazing." "I feel more confident with the internet. It's helped IT wise too. I'm happy as it will come in handy when I do my apprenticeship and have to get used to their computer system".*

Appendix 4 – Learner Surveys

Start of course survey

Online learner questionnaire (Jan '21)

Please use these questions to share your thoughts about on-line learning and your experiences as you start your online course. Your responses will contribute to our research project looking at the social aspect of online courses, investigating ways that we can help you get to know other online learners and ways in which you may be able to work together and support each other in your learning. Thank you for your time.

1.Please give your name (optional):

2.How confident do you feel in accessing the course online?

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

3.What IT skills do you feel you might need support with?

4.How much do you think you will enjoy studying online?

○ Very much

○ Somewhat

○ A little

○ Not at all

5.Please give more information to explain your answer above.

6.Rate your confidence in sharing your ideas and answers in a live teaching session online.

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

7.How confident do you feel that you will pass the exam at the end of the course?

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

8.Who will support you with your maths learning?

☐ My friends

☐ My children

☐ My partner or other family member

☐ My course tutor

☐ Other learners on the course

☐ Other

9.How well do you know other members of the group?

○ Extremely well

○ Somewhat well

○ Neutral

○ Somewhat not well

○ Extremely not well

10.How well do you feel the other members of the group know you?

○ Extremely well

○ Somewhat well
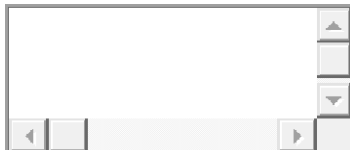
○ Neutral

○ Somewhat not well

○ Extremely not well

11.Are you getting to know other students better through the live teaching sessions & tutorials?

○ Very much

○ Somewhat

○ A little

○ Not at all

12.How important is it to you that you feel part of a group when learning online?

○ Extremely important

○ Somewhat important

○ Neutral

○ Somewhat not important

○ Extremely not important

13.Please share any comments you have here:

14.Would you be happy for your tutor to contact you to talk about your experiences further? (If so, please make sure you have given your name in question 1).

○ Yes

○ No

Appendix 5 - Learner Survey

Mid course survey

Online learner mid-course questionnaire

Please use these questions to share your thoughts about on-line learning and your experiences now you are approaching the middle of your course. Your responses will contribute to our research project looking at the social aspect of online courses, investigating ways that we can help you get to know other online learners and ways in which you may be able to work together and support each other in your learning. Thank you for your time.

1.Please give your name (optional):

2.How confident do you feel in accessing the course online?

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

3.How much are you enjoying studying online?

○ Very much

○ Somewhat

○ A little

○ Not at all

4.Please give more information to explain your answer above.

5. Rate your confidence in sharing your ideas and answers in a live teaching session online.

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

6. How confident do you feel that you will pass the exam at the end of the course?

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

7. Who supports you with your maths learning?

☐ My friends

☐ My children

☐ My partner or other family member

☐ My course tutor

☐ Other learners on the course

☐ Other

8. Are you getting to know other students on the course better?

○ Very much

○ Somewhat

○ A little

○ Not at all

9.What helps you get to know other members of the group?

○ Discussion during the live teaching sessions

○ Working together in Breakout Groups

○ Working in small groups during tutorials

○ Communicating through Teams between sessions

○

[ ]

10.How important is it to you that you feel part of a group when learning online?

○ Extremely important

○ Somewhat important

○ Neutral

○ Somewhat not important

○ Extremely not important

11.Do you feel that working alongside other learners in your tutorial group helps develop your maths knowledge and skills?

○ Very much

○ Somewhat

○ A little

○ Not at all

12.Your first group session in 'week zero' was an induction to the course. It aimed to help you understand what would be expected of you during the course, to help you start to get to know the tutor and members of the group and to help you build your IT skills and knowledge of Teams. Do you feel the week zero session helped you understand what would be expected of you during the course (attendance, homework etc.)?

○ Very much

○ Somewhat
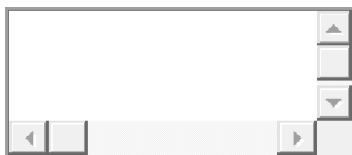
○ A little

○ Not at all

13.Do you feel the week zero session helped you start to get to know the tutor and other learners on the course?

○ Very much

○ Somewhat
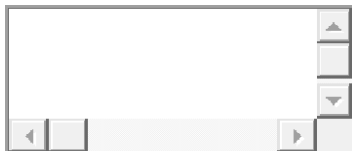
○ A little

○ Not at all

14.Do you feel the week zero session helped you build your IT skills and knowledge of Teams?

○ Very much

○ Somewhat

○ A little

○ Not at all

15.Please share any comments you have about week zero (your first session) here:

[text box]

16.Please share any other comments you have here:

[text box]

17.Would you be happy for your tutor to contact you to talk about your experiences further? (If so, please make sure you have given your name in question 1).

○ Yes

○ No

Appendix 6 - Learner Survey

End of course survey

Online learner end of course questionnaire

The survey will take approximately 4 minutes to complete. Please use these questions to share your thoughts about on-line learning and your experiences now you are reaching the end of your course. Your responses will contribute to our research project looking at the social aspect of online courses, investigating ways that we can help you get to know other online learners and ways in which you may be able to work together and support each other in your learning. Thank you for your time.

1.Please give your name (optional):

2.How confident do you feel now in accessing the course online?

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

3.How much are you enjoying studying online?

○ Very much

○ Somewhat

○ A little

○ Not at all

4.Please give more information to explain your answer above.

5.Rate your confidence in sharing your ideas and answers in a whole class live teaching session online.

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

6.Rate your confidence in sharing your ideas and answers in your small tutorial group.

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

7.How confident do you feel that you will pass the exam at the end of the course?

○ Extremely confident

○ Somewhat confident

○ Neutral

○ Somewhat not confident

○ Extremely not confident

8.Who supports you with your maths learning?

☐ My friends

☐ My children

☐ My partner or other family member

☐ My course tutor

☐ Other learners on the course

☐ Other

9.Do you know the other learners on your course better than you did at the beginning?

○ Very much

○ Somewhat

○ A little

○ Not at all

10.Please tell us more about your answer to question 9.

[   ]

11.What helped you get to know other members of the group?

○ Discussion during the live teaching sessions

○ Working together in Breakout Groups

○ Working in small groups during tutorials

○ Communicating through Teams between sessions

○

[   ]

12.How important is it to you that you feel part of a group when learning online?

○ Extremely important

○ Somewhat important

○ Neutral

○ Somewhat not important

○ Extremely not important

13.Do you feel that learning alongside other students in your group had a positive impact on your maths learning?

○ Very much

○ Somewhat

○ A little

○ Not at all

14. What advice would you give to learners who are just starting an online maths course?

15. Please share any other comments you have here:

16. Would you be happy for your tutor to contact you to talk about your experiences further? (If so, please make sure you have given your name in question 1).

○ Yes

○ No

Add new

Appendix 7 – 'Week zero'

Following a departmental review of the first term's online courses, including research gathered through this study, it was decided that each online class would begin with a 'week zero'. The aim of this was to give learners the opportunity to meet each other and the tutor, and to become familiar with the technology before the start of the course. All tutors across the department, both maths and English, were tasked with contacting all their learners but also given flexibility in how they would like to run 'week zero'. Some tutors invited learners to individual meetings, optional or compulsory group induction sessions and some emailed information to learners offering extra support if required.

In addition to week zero induction sessions the team worked together to produce a Padlet of pre-course information to be sent to each learner before the start of their course in order to help learners be as prepared as possible before the start of the course.
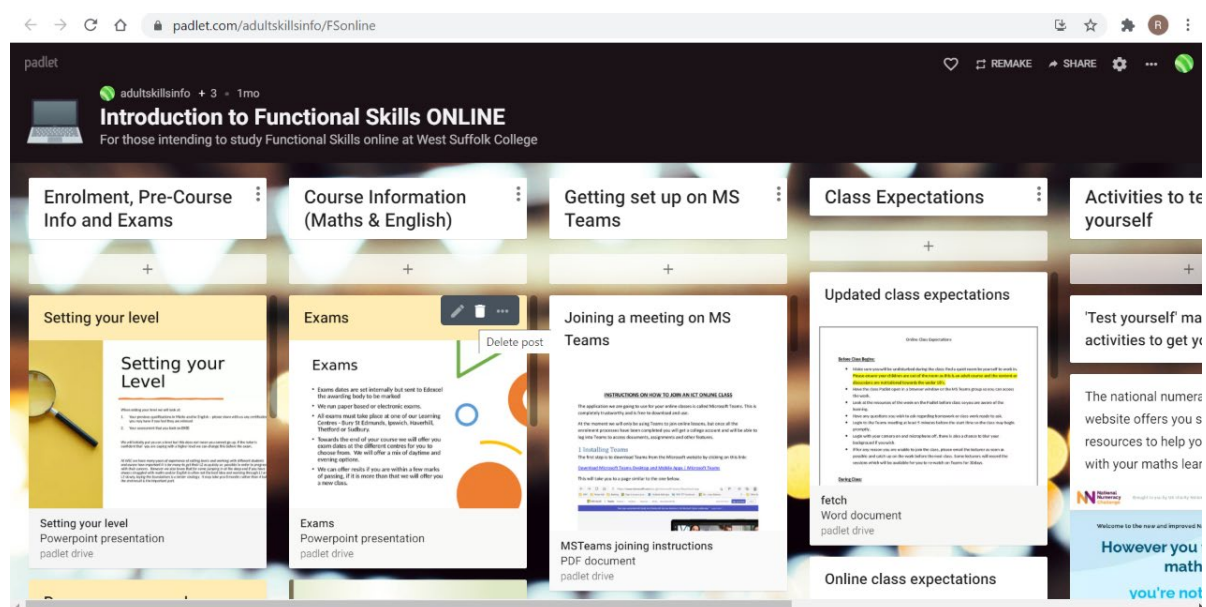
Week zero for classes involved in this action research comprised of:

- pre-course information (emailed a week or two before week zero)
- an individual meeting with the tutor
- a group induction session

The 'Week zero' sessions appeared to be particularly beneficial for anxious learners.

One maths tutor described the feedback from a learner after their 1-1 meeting:

> *"I was so nervous I felt sick this morning but now I don't feel anxious at all and I'm really looking forward to it"*

> *"Today is my third 'Week 0' with a class and I have had some excellent verbal feedback as to how much more confident they feel"* (Feedback from a tutor about Week zero).

Learner feedback on week zero

Learner feedback on week zero was gathered through questions posed as part of the mid-course survey sent to learners in the 2nd cohort. A similar questionnaire was also sent to learners on all English and Maths online courses. There was a total of 20 responses. 2 of which were from groups not directly involved in the project.

All respondents agreed that week zero helped them understand what would be expected on them during the course either a little, somewhat, or the majority, very much.

Just one learner reported that week zero did 'not at all' help them start getting to know the tutor and other learners on the course.

All of the respondents who had been present in week zero felt that the session helped them build their IT skills and knowledge of Teams somewhat or very much.

Learner responses to week zero feedback questionnaire:
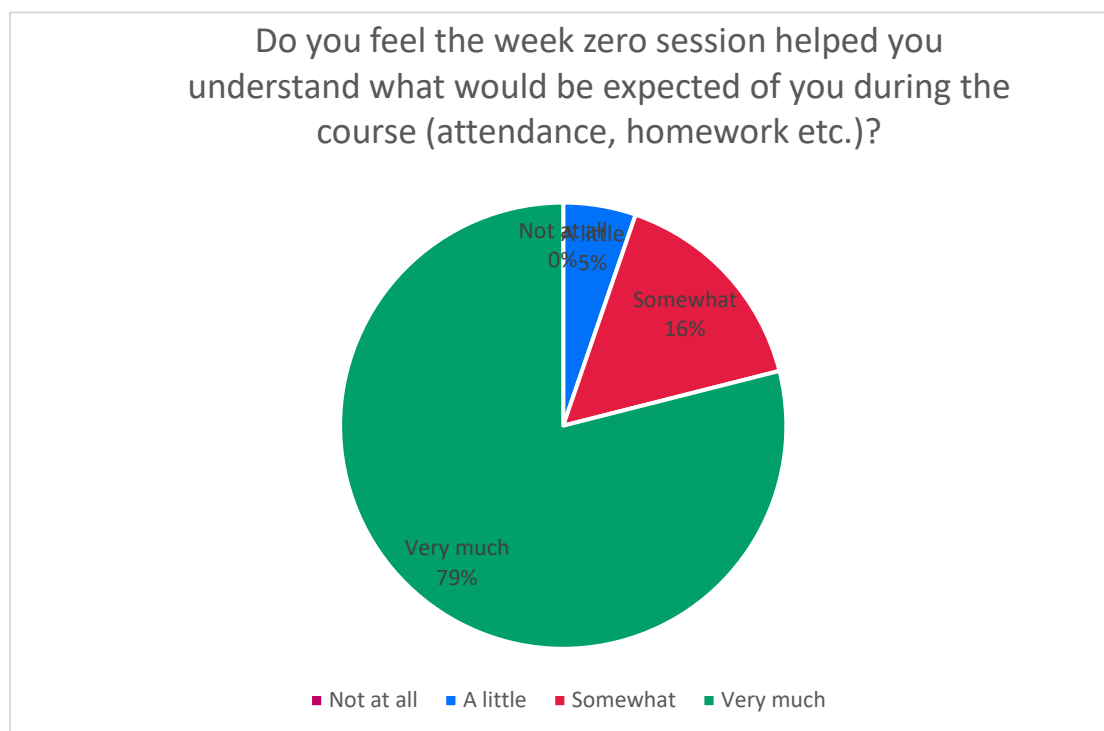
Do you feel the week zero session helped you understand what would be expected of you during the course (attendance, homework etc.)?

Not at all 0%
A little 5%
Somewhat 16%
Very much 79%

■ Not at all   ■ A little   ■ Somewhat   ■ Very much

Do you feel the week zero session helped you start to get to know the tutor and other learners on the course?

Not at all
5%

A little
11%

Somewhat
37%

Very much
47%

■ Not at all   ■ A little   ■ Somewhat   ■ Very much

Do you feel the week zero session helped you build your IT skills and knowledge of Teams?

Not at all
0%

A little
0%

Somewhat
53%

Very much
47%

■ Not at all   ■ A little   ■ Somewhat   ■ Very much
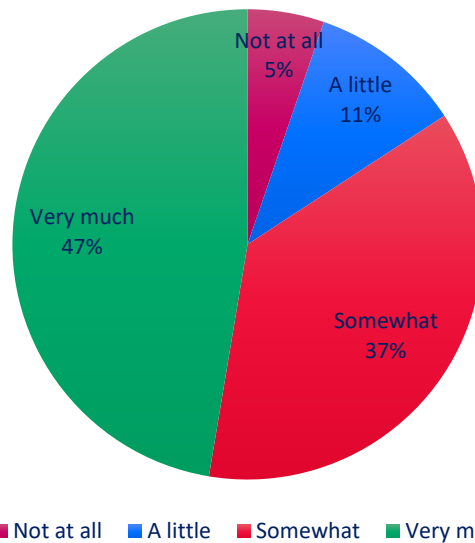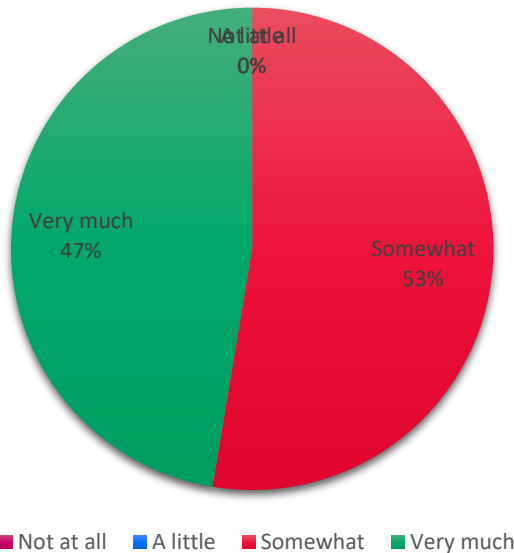
Week Zero comments from learners:

Good

gave me an insight off what i would be doing, and instead off throwing us straight into it it eased us in a lot better

I didn't complete week zero. I joined the course in week 2

it was good to break the nerves a little about starting the course

informative

It was helpful being orientated to the class and the tutor and Gaining a basic understanding of teams.

I found week zero helpful in regards to getting to know teams as I had never used it before.

I was very nervous before starting week 0, my tutor was very welcoming and helped conquer my nerves.

Good information

It was very useful as it described all about the course and after the course.

I was unfamiliar with Teams before the course starts. My confidence grows every week, which wouldn't have happened without the initial week zero session

Everything was explained and showed clearly so I could understand what and how to do.

Very helpful and felt at ease when settling in to online learning

Tutor feedback on week zero

Feedback on week zero was gathered from tutors through informal discussion, a forms survey and in-depth discussion during meetings. Feedback was given from 8 out of the 9 maths and English tutors teaching functional skills online (3 English tutors and 5 Maths tutors).

Tutors approached week zero in different ways. The majority ran compulsory induction sessions either group sessions, 1-1 meetings or both. Two tutors contacted learners by email, with 1 offering an optional induction meeting.

What did you do for 'week zero' of your course?

It was compulsory for them to attend. I tried to get them to login as students if I knew their details. I showed them Teams and the group chat and the padlet. I had a Q&A session for them and I showed them what work to do for the next week. I outlined the course, the exams and asked them to fill out an MS Forms giving me information about SEND and needs. I also explained flipped learning.

One to one - reviewed ILP, discussed additional needs/access arrangements, discussed aspirations and current commitments i.e., children/work/other study Group - Ice breaker collaborative activity to get used to break out rooms and talking to each other, course structure, topics, assessments and tour of MS Teams

Ice breaker - intro to course - intro to padlet - intro to teams - basic artih skills and expectations for the course

Emailed all students, asked them to respond when they received email and arrange practice session, if required. Also requested they try WSC logins if their email had been set up already.

Sent emails X2 introducing myself, the course outline etc and then explained how to access/use Teams

Structured session. Tried to make it compulsory but few students have responded that they were not available to join the session. I have covered all the admin preparation for the course such as checking IDs, explaining how to access MS Teams by using WSC emails, went through the course overview and spoke to students individually to get them to know better and understand their reasons for doing the course.

Compulsory structured session including an induction to the college and course, opportunity to ask any questions and an explanation and walk through of how to use Teams & access resources.
1-1: Discussed motivation behind them doing the course, discussed time commitment needed to do the course, discussed IT equipment needed and any learning or support needs.

Challenges included: Learners being added to the course later so missing the induction session, IT difficulties and issues with log ins as well as some learners being unable to attend due to other commitments.

> *"If the week zero continues, students should be informed about it while getting information about the dates when their course starts as some of my students could not join as they didn't book their time for extra week of the course."*

Those who contacted their learners by email but did not hold any 'face to face' meetings responded that week zero had had 'a little' or no impact on their learners. The majority of the responses from other tutors was that week zero had 'Very much' had an impact on learners understanding of what would be expected of them on the course, that it helped the learners start to get to know the tutor and other learners and that it helped the learners build their IT skills and knowledge of Teams.

Tutor responses to week zero feedback questionnaire:

7. Do you feel the week zero sessions helped your learners understand what would be expected of them during the course (attendance, homework etc.)?
   More Details

●	Very much	5
●	Somewhat	0
●	A little	1
●	No at all	1

8. Do you feel the week zero sessions helped your learners start to get to know you and the other learners on the course?
   More Details

●	Very much	4
●	Somewhat	1
●	A little	2
●	No at all	0

9. Do you feel the week zero sessions helped your learners build their IT skills and knowledge of Teams?
   More Details

●	Very much	4
●	Somewhat	1
●	A little	2
●	No at all	0
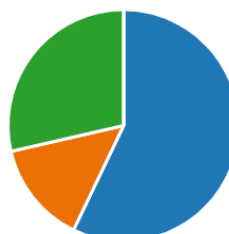
Appendix 8 – Collaborative tasks

Learners studying in the second cohort of courses spent time in small groups completing collaborative tasks as well as attending live sessions as a whole group.

These 'tutorial group' sessions involved learners working together to apply their learning from the live class to exam style questions. These tasks were adaptations of the exam questions which learners would then complete independently for homework each week.

Initially the Class Notebook on Teams was used with learners being encouraged to discuss answers and record them in the class notebook.

Learners struggled to access the Class Notebook especially if not using a laptop or PC. Although some groups took on board the tutor's requests to work collaboratively many did not do so with tutors joining breakout groups to discover learners' cameras and mics off with no discussion taking place at all.
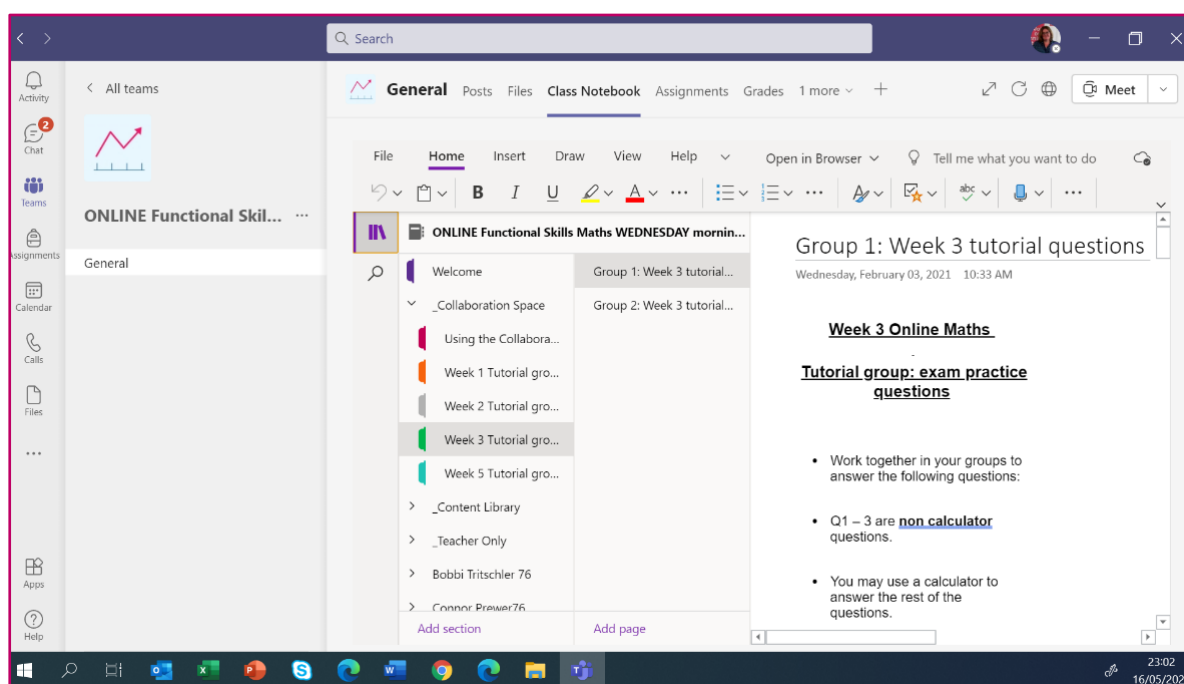
Later on Jamboard was introduced to learners. Tutor observations indicated that the use of Jamboard inspired much more discussion amongst learners, with breakout groups being filled with discussion rather than silence.

One learner, Danii, felt that Jamboard led to more opportunities for the learners to discuss the work as they could see what each other were doing Jamboard definitely helps…recreates in a way that classroom environment because, in terms of group work we can see what each is doing".

In a similar way tutors were also able to view what groups were working on via Jamboard without having to enter the breakout room (in a similar way to which previously tutors would have walked around the classroom to see how groups were getting on).
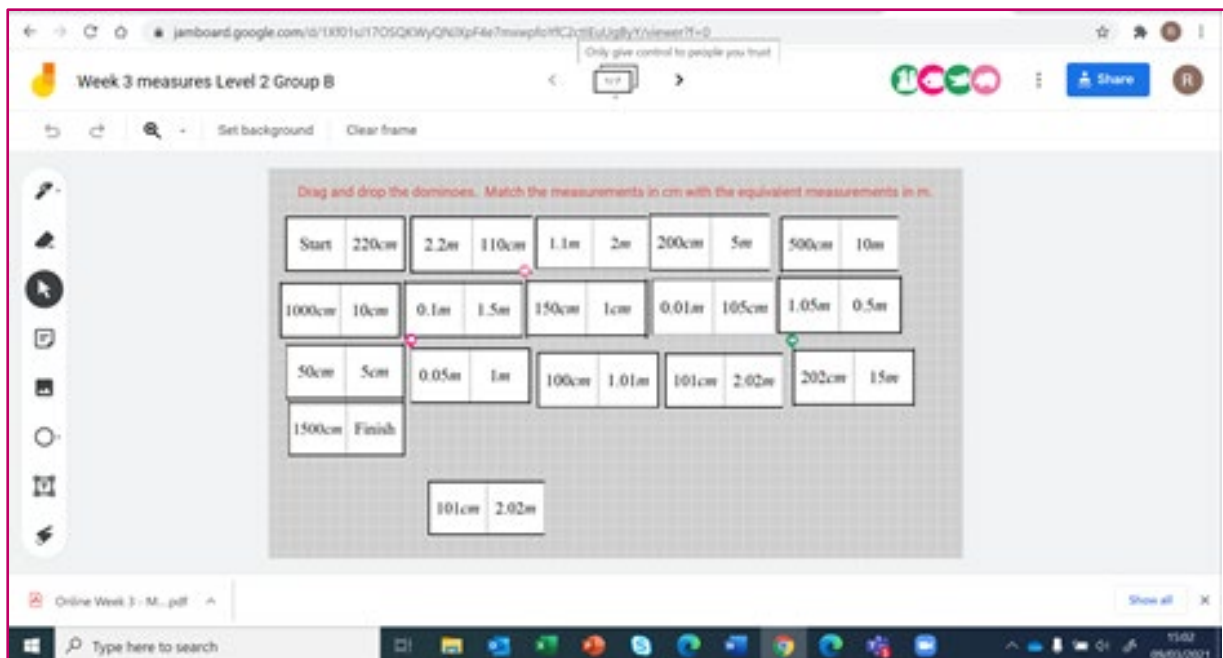
Screenshot of group Jamboard task showing the multiple learners are engaging with the activity.

Learners appear to prefer the Jamboard to Class Notebook tasks and credit it with enabling them to work better as a team:

> *"I thought it was so much better, made us all work together & share ideas on how we'd work it out or if someone didn't understand we'd go back through it. Last week the group I was in, people didn't want to talk or anything- they didn't even turn there [sic] microphones on. Really enjoyed this group tutorial …."*
>
> Feedback via impromptu Forms survey after 1st class using Jamboard.

Feedback from learners about using Jamboard compared to Class Notebook:

I preferred to use Jamboard.
good
Really enjoyed using it, instead of class notes.
I found using Jamboard really enjoyable.
Prefer that is is easier to use and helpful when working in a team
It was really good
I thought it was so much better, made us all work together & share ideas on how we'd work it out or if someone didn't understand we'd go back through it. Last week the group I was in, people didn't want to talk or anything- they didn't even

> turn there microphones on.
> Really enjoyed this group tutorial with S & P.

> I couldnt use it through my phone I could see the screen but not write anything etc I was able to discuss and the other people wrote my answers I still enjoyed using it.

Despite success with some groups, others were still working independently moving through the slides at their own pace with no discussion with other.

In subsequent classes groups have been asked to nominate one learner who will join the Jamboard and share their screen with the breakout group. This has ensured learners stay on the same question and has led to increased levels of discussion as witnessed by tutors visiting breakout groups.

Instructions given to learners before entering breakout groups each week:

When you get into your breakout room….

- Make sure your **video and mic are on**
- **Say hello** when you join the group
- **Choose 1 person** to load the 'Jamboard' and share their screen (should be someone with a laptop or PC)
- The nominated person needs to type 'Hello' into chat and I will respond with the link.
- **Work together** to answer the questions.
- Make sure everyone gets a chance to speak
- Be respectful
- Ask questions of each other, **you are each other's greatest learning resource**!
- I will move between the groups, ask if you have any questions!
- I will bring us back together about 7.50pm

Appendix 9 – Week 3 Self Assessment Grid

Week 3

> Before you start the self study resources for this week assess your current knowledge for each topic.

> Put an X in the relevant box.

       1 – I don't have any idea

       2 – I have a little understanding of the topic

       3 – I can do this sometimes but need more practice

       4 – I'm confident in this topic and can apply my learning to problem solving questions

> When you have completed your pre-class study and the quiz assess your understanding again.

Can you...	My starting point				After completing Pre-class work			
	1	2	3	4	1	2	3	4
Use a **function machine** (L1)								
Use a given **formula** (L2)								
Convert between **metric** units of **length**								
Convert between **metric** units of **weight**								
Convert between **metric** units of **capacity**								
Convert between **metric & imperial** units using conversion factors & graphs (L2)								
Calculate with **compound measures** ie. Speed or density (L2)								

- You will review and practice these topics in your next live teaching session.
- You will then work in your tutorial groups to apply your learning to exam style questions.

If you need help:

- Post on the chat thread in Teams (Remember to start '@general' to tag everyone so they get a notification
- Use your CGP revision guide
- Use BKSB
- Contact your tutor

Appendix 10 – Course structure, learner survey findings and survey data – cohort 1 classes (Autumn Term)

In response to COVID-19 a choice of learning options was offered by the college in place of our usual 18 week classroom based Functional Skills classes. In addition to an 18-week blended course (1.5 hours in the classroom & 1.5 hours self-directed online study) a 12 Online Functional Skills course was offered for the first time.

Learners on these online courses had specifically opted to study online, some due to concerns about being in a classroom environment during the pandemic and others because online learning appealed to them, or the course fitted in better with their other commitments.   There was to be no 'in person' element and learners were gathered from a large geographical area and were unlikely to have ever met in person. Learners were expected to attend a one hour live teaching session and then to attend drop-in tutorial sessions when necessary.

Functional Skills courses in Maths & English

Adult Maths & English Online Functional Skills Level 1 & Level 2 qualifications are delivered to you completely remotely – allowing you the opportunity to study from the comfort of your home!

Do you have a desire to up skill your English or maths at home?
Then this could be the course for you!

Our online Functional Skills courses provide a flexible way for you to improve your English and maths – but they do require commitment from you.

STUDENT SCHEDULE: EACH WEEK (TOTAL 3 HOURS MINIMUM)	MANDATORY/ OPTIONAL
One hour (approx) 'live' taught classroom session on MS Teams – **with your tutor.**	MANDATORY
Tutorial – (either one-to-one or small group) – **with your tutor.**	MANDATORY
Completion of tasks/activities and work for the week. **Independently completed.**	MANDATORY
'Flipped learning' materials to prepare you for the following week. **Independently completed.**	MANDATORY
Homework **Independently completed.**	MANDATORY
Drop-in Q&A and additional support session **with our Progress Support Tutor**	OPTIONAL

Places are available on our 12 week INTENSIVE courses:

ONLINE DATES: All week commencing – 12 WEEKS

1) September 21 2020 – December 14 2020
2) January 04 2021 – April 12 2021
3) April 19 2021 – July 12 2021

PLEASE NOTE: You will be required to attend a centre to sit your assessments.

Register your interest and find out more information on our website
www.wsc.ac.uk

Although all learners had opted for online learning there were mixed feelings about the method of delivery with some learners feeling positive about online learning and others who found the experience more challenging.

> *"In the current climate with COVID-19 I appreciate very much the option to learn from home. I also feel more relaxed and in a better frame of mind to learn when I'm home."*
>
> *"It is such a great opportunity to be able to study online and it is very inclusive. I am grateful to be able to! I do like face-to-face contact and prefer classroom learning, but it is not always possible, so this is a fantastic alternative."*
>
> *"Not as good as being in a classroom"*
>
> *"It's hard studying at home with a little one"*

The course was designed using a 'Flipped learning' approach in which learners were required to complete preparation work before each session. This enabled the tutor to give an overview of the topics in the live online lesson and for the learning to be applied to problem solving and exam style questions.

The course materials were based on a set of resources developed by a team member for a distance learning course which had been trialled the previous summer.

The courses were to be run using Teams however delays to learner log ins meant that students were unable to access resources via teams and a Padlet was set up for learners to access resources. By the time learners were able to log into Teams many were reluctant to switch over having become familiar with Padlet. This meant tutors were having to update two platforms and work was being returned in a number of ways (email, Teams assignments and teams messenger) which was time consuming for tutors to manage.   A number of learners did not submit work regularly and many seemed to struggle to keep track of what they had completed.

Due to issues with accessing the full functionality of Teams meetings when using a guest log in (no access to chat function etc) permission was granted for the project to run one course using Zoom. It was noticed that the learners in the class on Zoom seemed much more comfortable from their initial session than those meeting via Teams which was unfamiliar to the majority of learners. Similarly, those who were more comfortable with technology appeared more relaxed and able to engage with the classes quicker.

Format of the course:

Preparation:
Learners are asked to set aside 2 -3 hours to work through a powerpoint each week before class (accessed via Padlet)

⬇

Pre-class quiz:
Learners complete a 'forms' quiz to check their understanding of the topics covered in the powerpoint and inform their tutor of how confident they feel about the topics.

⬇

1 hour live online Class

⬇

Optional drop in tutorial

⬇

Homework
Learners are asked to complete exam style questions & to email them to their tutor. (Accessed via Padlet)

Learners were requested to complete Forms surveys at the beginning, middle and end of the course (see appendix 4, 5 & 6 for surveys). The response rate was low with different learners responding each time.

Summary of findings from survey results:

- Learners only stated they were getting to know each other 'a little' or 'not at all'. The proportions of these stayed similar throughout the course.
- The majority of respondents stated that they were enjoying studying online 'somewhat' or 'very much' however it is likely that those who were not enjoying the course may have chosen to not complete the survey.
- Learners grew in confidence in accessing the course online over time.
- Opinions on whether it is important to feel part of a group when learning online were mixed although 80% of respondents to the end of course survey stated that they felt they had benefited from learning as part of a group.
- Responses on confidence in sharing ideas in online teaching sessions appeared to remain similar throughout the course.

Data from 1st cohort learner feedback surveys grouped by question.

Are you getting to know each other better?

Survey at start of course:

12. Are you getting to know other students better through the live teaching sessions?

   More Details

🔵	Very much	0
🟠	Somewhat	0
🟢	A little	6
🔴	Not at all	4
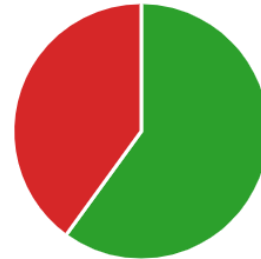
Mid-course survey:

9. Are you getting to know other students on the course better?

   More Details   💡 Insights

🔵	Very much	0
🟠	Somewhat	0
🟢	A little	9
🔴	Not at all	5

End of course survey:

5. How well did you get to know the other learners on the course?

   More Details

🔵	Very well	0
🟠	Somewhat	0
🟢	A little	4
🔴	Not at all	2

Enjoyment

Survey at start of course:

5. How much do you think you will enjoy studying online?

More Details   💡 Insights

🔵	Very much	4
🟠	Somewhat	5
🟢	A little	1
🔴	Not at all	0
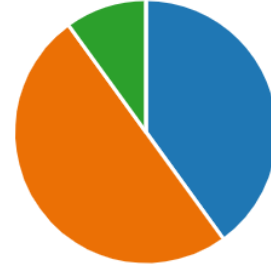
Mid-course survey:

4. How much are you enjoying studying online?

More Details   💡 Insights

🔵	Very much	6
🟠	Somewhat	7
🟢	A little	1
🔴	Not at all	0
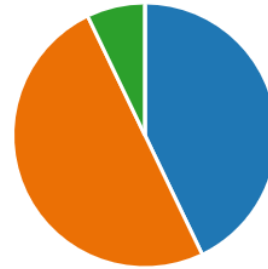
End of course survey:

3. How much did you enjoy studying the online course?

More Details

🔵	Very much	4
🟠	Somewhat	2
🟢	A little	0
🔴	Not at all	0

Confidence in accessing the course

Survey at start of course:

3. How confident do you feel in accessing the course online?

More Details   💡 Insights

- 🔵 Extremely confident — 3
- 🟠 Somewhat confident — 2
- 🟢 Neutral — 4
- 🔴 Somewhat not confident — 1
- 🟣 Extremely not confident — 0

Mid course survey:

3. How confident do you feel in accessing the course online?

More Details

- 🔵 Extremely confident — 12
- 🟠 Somewhat confident — 2
- 🟢 Neutral — 0
- 🔴 Somewhat not confident — 0
- 🟣 Extremely not confident — 0
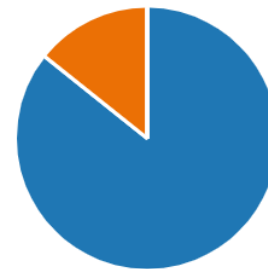
Importance of learning in a group

Survey at start of course:

13. How important is it to you that you feel part of a group when learning online?

More Details   💡 Insights

- 🔵 Extremely important   2
- 🟠 Somewhat important   4
- 🟢 Neutral   3
- 🔴 Somewhat not important   0
- 🟣 Extremely not important   1
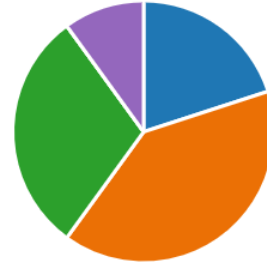
Mid-course survey:

12. How important is it to you that you feel part of a group when learning online?

More Details   💡 Insights

- 🔵 Extremely important   4
- 🟠 Somewhat important   5
- 🟢 Neutral   2
- 🔴 Somewhat not important   2
- 🟣 Extremely not important   1

End of course survey:

7. Do you feel that you benefitted from learning as part of a group?

More Details

- 🔵 Yes   5
- 🟠 No   1

Confidence in sharing ideas

Survey at start of course:

7. Rate your confidence in sharing your ideas and answers in a live teaching session online.

More Details   💡 Insights

- 🔵 Extremely confident   3
- 🟠 Somewhat confident   5
- 🟢 Neutral   1
- 🔴 Somewhat not confident   1
- 🟣 Extremely not confident   0
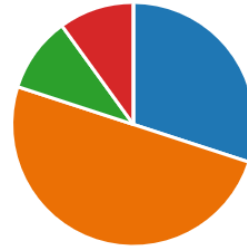
Mid course survey:

6. Rate your confidence in sharing your ideas and answers in a live teaching session online.

More Details

- 🔵 Extremely confident   4
- 🟠 Somewhat confident   7
- 🟢 Neutral   1
- 🔴 Somewhat not confident   2
- 🟣 Extremely not confident   0
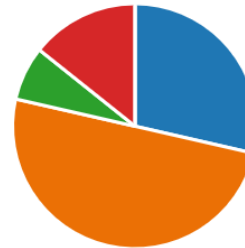
Learner comments:

Start of course survey:

It is such a great opportunity to be able to study online and it is very inclusive. I am grateful to be able to! I do like face to face contact and prefer classroom learning, but it is not always possible, so this is a fantastic alternative.

In the current climate with COVID-19 I appreciate very much the option to learn from home. I also feel more relaxed and in a better frame of mind to learn when I'm home.

I work better I a room with actual people physically learning and I feel anxious about coming on the camera sometimes so I feel awkward sometimes

I can only concentrate in silence. I can mute the class on my computer and get on with working.

Not as good as being in a classroom

In my own time and at my own pace. If I'm not sure of anything I could email Rachel my tutor in advance, who will be able to get back to me by email

"it's convenient"

It will be my first so its more on testing the waters for me

havent had a great relationship with maths. My confidence is zero and that affects my ability

Learner comments from mid-course survey:

Rachel is excellent at explaining things and the quality of her slides etc are amazing. I understand things I've never understood before
I really enjoy Maths lessons with Rachel, very helpful and clear lesson on Padlet, very well explain everything. I was afraid about online lesson If I can manage and how it make me feel, but I am very positive , and teacher are perfect.
I have adapted to it well
Rachel does thorough explanation I don't understand it.
It's hard studying at home with a little one
I don't like maths so I'm obviously not loving it but the class itself is great!

I feel there's not enough time on the online tutorial. I still prepare the normal class where you get the full 3 hours class and you come home knowing that what you're learning in the class truly sticks in your head. Also, some of the exam questions are very confusing. I don't understand rhythm do they have to put tricky questions. For someone who's got dyslexia and being English is not my first language it takes time for me to absorb the information to actually understand what it means. So, I don't really understand the point of putting tricky questions

Having online classes is not so productive in my opinion

I am now enjoying a subject I used to dread and am feeling more confident each week.

Rachel is being very helpful as this is all new to me

Love the live classes with our tutor but I do struggle setting aside time for working through the Powerpoints and homework.

Obviously I would rather have a teacher explaining things in a physical form.

I believe that homework answers do need more detailing as at the moment they just don't show clearly how the answer came to be and sometimes leaves me in limbo.

It's impossible to get to know them on an online only course

Its hard to get to know anyone online as you only have brief moments speaking to them

Learner comments from end of course survey:

It was helpful to hear experiences of others.

We can always learn from one another or even from each others mistakes.

As a group it was nice to hear others ideas or ways to work something out, as well as different tips for revising for the exam

My tutor to me was an excellent tutor and shown interest in the students, their challenges, obstacles and even personal circumstances.

I was fortunate to have a very patient, helpful and fun tutor which made the whole course enjoyable and has given me back some confidence I'd lost.

Appendix 11 – Course structure & learner survey findings – cohort 2 classes

Due to the countrywide lockdown in Jan '21 the decision was made for all the department's maths and English provision to move online. This meant that although groups included learners who would have chosen an online course the majority of learners had not specifically chosen to study via an online course.

Resources were reviewed and adapted ahead of the start of the 2nd cohort of courses with the classes continuing to follow a 'Flipped Learning' pattern. Each class met weekly for a one-hour online teaching session giving an overview of each topic and individual practice followed by a small group session (tutorials) in which learners worked together to practice and apply their learning to exam style questions. Learners were then set similar exam style questions to complete independently at home to be submitted through Teams.

Administrative changes meant that learners were able to receive their Teams log in before the start of the course and Teams was used for all course meetings, resources & homework. Before starting the course, each group had a 'week zero' induction session as a group and individual meetings with the tutor.

Weekly study

Pre-class preparation

Accessed via Teams

Approx 2 – 3 hours

→

Online Live teaching session **1 hour**

→

Tutorials + Exam style questions

Approx 1 hour
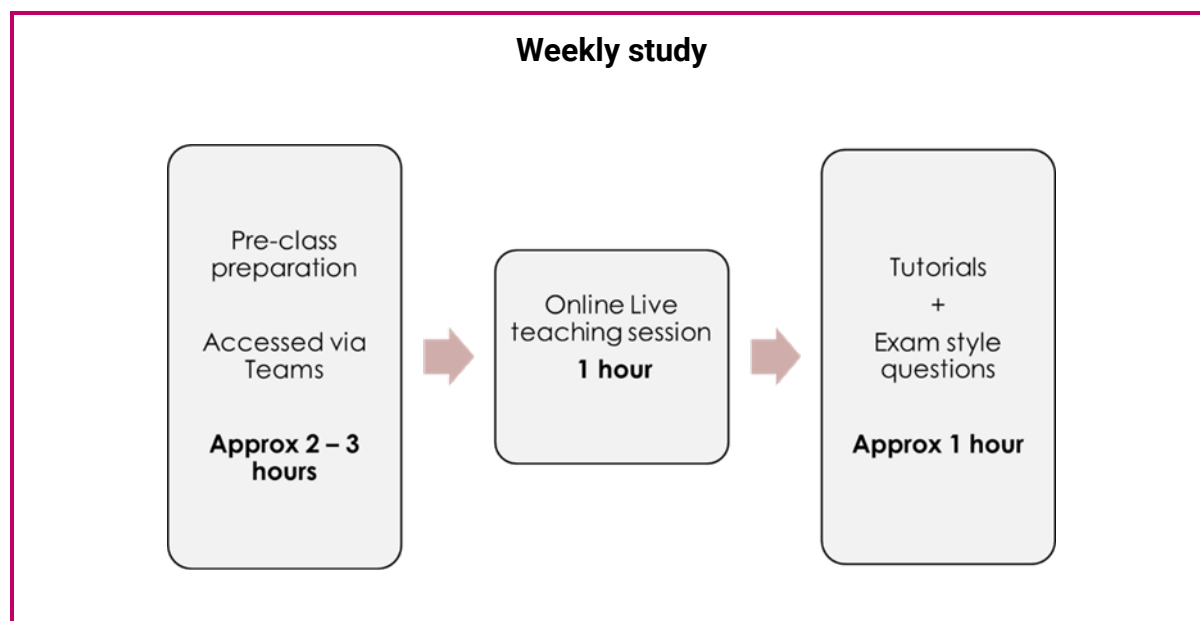
The pre-class preparation work was divided into smaller topics allowing learners to find particular topics more easily and to plan their study throughout the week. The previous PowerPoints had varied in length from week to week. In order to plan their pre-class preparation learners were asked to complete a 'Self - assessment' grid detailing that week's topics (see appendix 9). This enabled them to focus their work on necessary topics. Learners then accessed the preparation files through Teams, completing work as they felt necessary, before completing a quiz. The tutor used the results of the quiz to adapt the taught session to meet learners' needs.
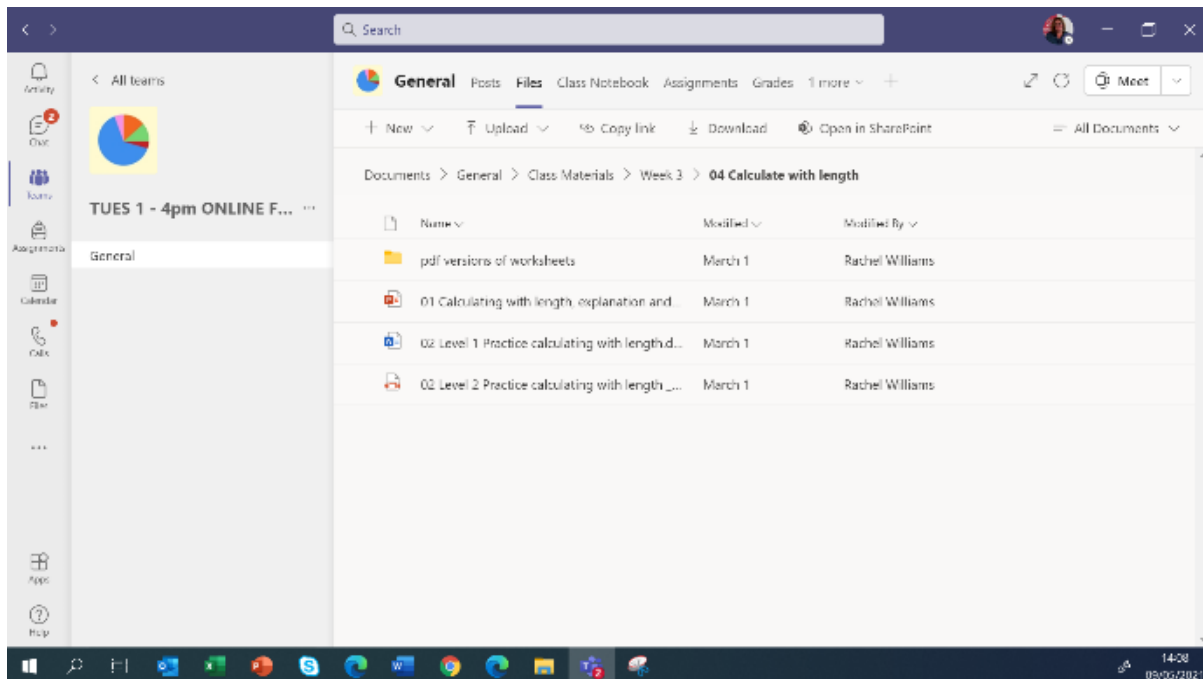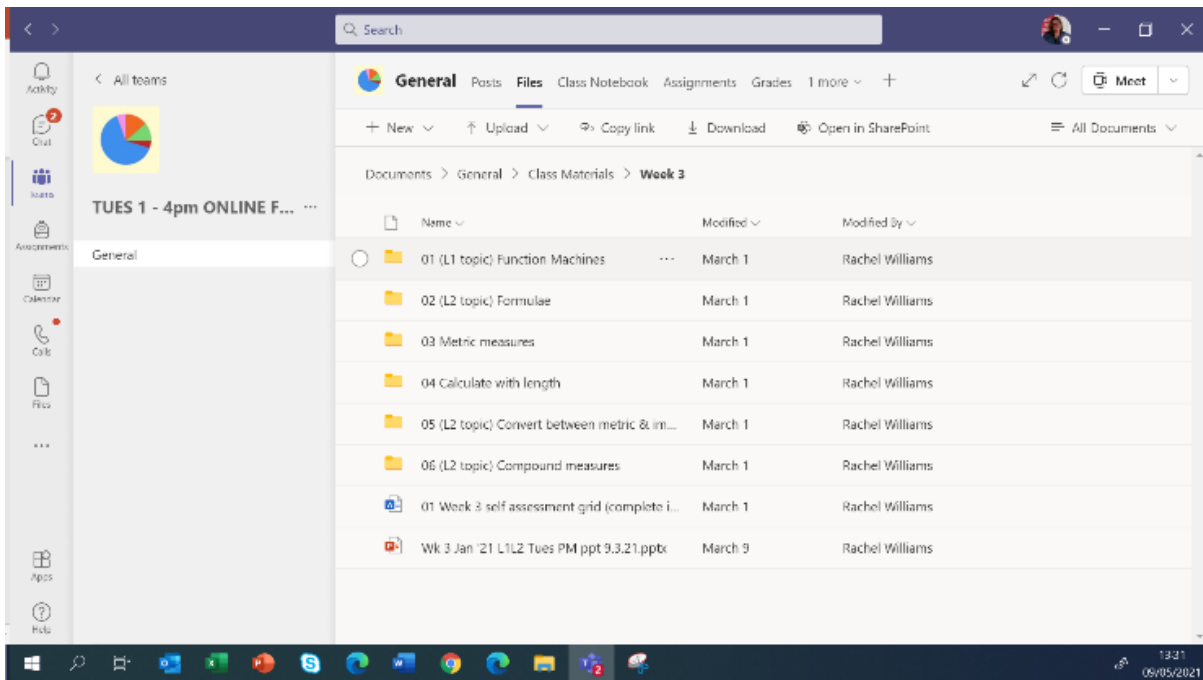
Pre-class preparation resources are stored in 'Files' on Teams.

Format of course:

Topic list - self assessment grid
Learners review their current understanding of the topics to be covered in the next week's class & plan which topics to practice during the week

Pre-class Preparation work
Learners access teaching powerpoints, videos and practice questions through 'Files' in Teams. Learners mark their own work and contact their tutor if they need further support.

Pre-class Quiz
Learners complete a short online quiz to check their understanding of the topics. Tutor uses this to adapt the taught session to meet learners' needs.

Live online Class
Overview of topics & individual practice

Compulsory small group tutorials
Learners practice their skills and apply them to exam style questions

Exam questions
Learners complete exam style questions based on their lesson and tutorial work

Forms surveys were set as assignments on Teams at the beginning, middle and end of the course (see appendices 4, 5 and 6). This led to a very high response rate across all classes. At the time of writing only one course had finished so the majority of the data is from the beginning and the middle of the courses.

Summary of survey results:

G489: Fairly small class, learners met in fixed tutorial groups. (See appendix 12 for data from learner surveys.)

- Learners all stated that they were getting to know each other 'a little', 'somewhat' or 'very much' with a slight increase over time.

- All learners responded that they were enjoying studying online 'somewhat' or 'very much'

- Learners grew in confidence in accessing the course online over time with 6 out of 7 stating they were 'extremely confident' by the middle of the course.

- By the middle of the course 5 out of 7 learners stated that it was 'somewhat important' or 'very important' to them that they felt part of a group when learning online compared to 3 at the beginning of the course.

- Learners' confidence in sharing ideas in online teaching sessions increased throughout the course with 5 out 7 being 'somewhat confident' or 'extremely confident' by the middle of the course.

G470: Larger class, learners met in fixed tutorial groups. (See appendix 13 for data from learner surveys.)

- 11 out 14 learners stated that they were getting to know each other 'a little', 'somewhat' or 'very much' at the beginning of the course with 2 stating 'Not at all'.

- All learners responded that they were enjoying studying online 'a little', 'somewhat' or 'very much'

- 8 out of 9 learners were 'somewhat confident' or 'extremely confident' in accessing the course by the mid-course survey

- When asked whether it was important to feel part of a group when learning online, the majority of learners stated this was 'somewhat important' in the first survey, with 'neutral' being the most likely response by the middle of the course.

- 7 out of 9 learners stated that it was 'somewhat important' to them that they felt part of a group when learning online compared with the other two responses being 'a little' and 'not at all'.

- Confidence in sharing ideas and answers in a live teaching session remained at 'somewhat confident' during the course.

G471: Small fixed tutorial groups met alongside the tutor (See appendix 14 for data from learner surveys.)

- Responses indicate that learners are getting to know each other better over time

- All learners responded that they were enjoying studying online 'somewhat' or 'very much'

- Levels of confidence in accessing the course remain similar with about 80% of learners stating they felt 'somewhat' or 'extremely confident'

- Responses suggest the importance of learning in a group has increased over time with just 1 learning feeling that working alongside others in their tutorial group does not help develop their maths knowledge and skills

- Confidence in sharing ideas and answers increased over time

Appendix 12 – Learner survey data for G489

How well do learners know each other?

Survey at start of course:

11. Are you getting to know other students better through the live teaching sessions & tutorials?
    More Details

🔵	Very much	1
🟠	Somewhat	1
🟢	A little	6
🔴	Not at all	0

Mid course survey:

8. Are you getting to know other students on the course better?
   More Details

🔵	Very much	2
🟠	Somewhat	1
🟢	A little	4
🔴	Not at all	0
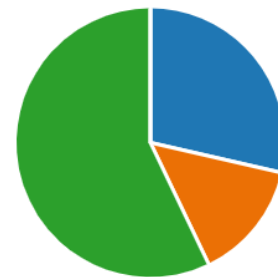
End of course survey:

9. Do you know the other learners on your course better than you did at the beginning?
   More Details

🔵	Very much	0
🟠	Somewhat	1
🟢	A little	0
🔴	Not at all	0

Enjoyment

Survey at start of course:

4. How much do you think you will enjoy studying online?
   More Details

🔵	Very much	4
🟠	Somewhat	4
🟢	A little	0
🔴	Not at all	0

Mid course survey

3. How much are you enjoying studying online?
   More Details

🔵	Very much	4
🟠	Somewhat	3
🟢	A little	0
🔴	Not at all	0
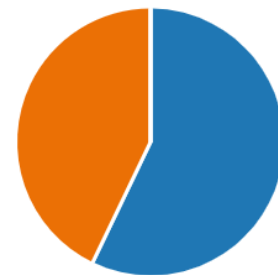
Confidence in accessing the course

Survey at start of course:

2. How confident do you feel in accessing the course online?
   More Details

   🔵 Extremely confident   3
   🟠 Somewhat confident   4
   🟢 Neutral   1
   🔴 Somewhat not confident   0
   🟣 Extremely not confident   0

Mid course survey:

2. How confident do you feel in accessing the course online?
   More Details

   🔵 Extremely confident   6
   🟠 Somewhat confident   1
   🟢 Neutral   0
   🔴 Somewhat not confident   0
   🟣 Extremely not confident   0
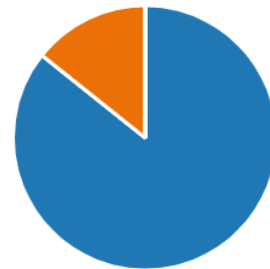
Importance of learning in a group

Survey at start of course:

12. How important is it to you that you feel part of a group when learning online?
    More Details

    🔵 Extremely important   2

    🟠 Somewhat important   1

    🟢 Neutral   4

    🔴 Somewhat not important   1
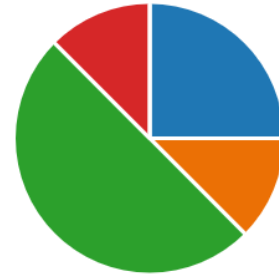
    🟣 Extremely not important   0

Mid course survey:

10. How important is it to you that you feel part of a group when learning online?
    More Details

    🔵 Extremely important   2

    🟠 Somewhat important   3

    🟢 Neutral   2

    🔴 Somewhat not important   0

    🟣 Extremely not important   0

End of course survey:

12. How important is it to you that you feel part of a group when learning online?
    More Details

    🔵 Extremely important   1

    🟠 Somewhat important   0

    🟢 Neutral   0

    🔴 Somewhat not important   0

    🟣 Extremely not important   0

Confidence in sharing ideas

Survey at start of course

6. Rate your confidence in sharing your ideas and answers in a live teaching session online.

More Details

- 🔵 Extremely confident   3
- 🟠 Somewhat confident   2
- 🟢 Neutral   2
- 🔴 Somewhat not confident   1
- 🟣 Extremely not confident   0

Mid course survey:

5. Rate your confidence in sharing your ideas and answers in a live teaching session online.

More Details

- 🔵 Extremely confident   1
- 🟠 Somewhat confident   5
- 🟢 Neutral   1
- 🔴 Somewhat not confident   0
- 🟣 Extremely not confident   0

Learner Comments from start of course survey:

I will enjoy being able to study online because I won't be sitting in a math class concerned that others are scribbling away when I am re-reading the question for a third time trying to get the gist of what it is asking

have been learning online for a while

I'm full time at a hospital so don't get the time to go into a class so easier more relaxed do in my own time

I use computers a lot so feel like this will be beneficial to me

Although it is very different to how we would usually learn, I personally find it incredibly relaxing and I am able to concentrate more with less distractions. It also feels more 1 to 1 with the tutor this way.

I feel bad not being able to engage as much as when I have my 4 month old with me and he is having a tantrum it makes me appear that I am lazy or cannot be bothered to answer when in fact I had answered the questions already because I could hear him getting wound up.

It is nice and relaxed if people get to know you and you them

I have only been at one session so far so I feel it may take a little more time to get to know everyone.

I am here to get my functional skills qualifications. I am happy that I get along with everyone, but I don't feel it is of great importance.

Mid course survey:

I originally applied to do lesson in the deacon centre as online was not my greatest asset. This was through Papworth hospital but have found it has improved my it skills as well as my maths and English. My tutors for both level 1 and 2 have been amazing knowing my skills on it weren't great have worked with and supported me , you don't know what this has meant my confidence has grown and so has my knowledge and so managed a top class pass in Maths level 1 hope to do same in level 1 English and both level 2. I continue to learn more each week on it maths and English.

I enjoy the online class and the teaching methods used.

Rachel makes the topic much more enjoyable, if only she was my actual maths teacher at school - genuinely a kind, passionate knowledgeable tutor!

I found this informative and have all chance to meet and know what levels we were on .Information given helped me plan my maths time ,family time and social life from what was expected.

Let me just say that Rachel has been amazing when I started my level 2 I still didn't know if I'd pasted my level 1 so she went out of her was to find out for that gave me the boost I need to do better on level 2.

Overall the online maths has been great much better for myself than expected I recommend these courses to anyone to further you education and the support you receive it's second to none amazing.

End of course survey:

I originally signed up for classroom courses
But have really enjoyed my online I have learnt a lot from this process

What advice would you give to learners who are just starting an online maths course?:

It would benefit you in many ways

I have been given a lot of support and for technical advice as wasn't very confident at all
Now I go away having learnt not only maths but technical skills in lots of different areas

Appendix 13 – Learner survey data for G470

How well do learners know each other?

Survey at start of course:

11. Are you getting to know other students better through the live teaching sessions & tutorials?

More Details   💡 Insights

🔵 Very much	2	
🟠 Somewhat	4	
🟢 A little	5	
🔴 Not at all	3	
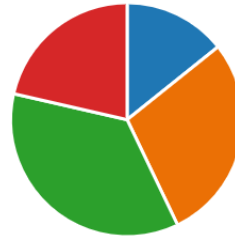
Mid course survey:

8. Are you getting to know other students on the course better?

More Details

🔵 Very much	0	
🟠 Somewhat	5	
🟢 A little	3	
🔴 Not at all	1	

Enjoyment

Survey at start of course:

4. How much do you think you will enjoy studying online?

More Details   💡 Insights

🔵 Very much	4
🟠 Somewhat	8
🟢 A little	2
🔴 Not at all	0
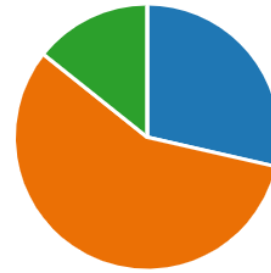
Mid course survey:

3. How much are you enjoying studying online?

More Details

🔵 Very much	4
🟠 Somewhat	5
🟢 A little	0
🔴 Not at all	0

Confidence in accessing the course

Survey at start of course:

2. How confident do you feel in accessing the course online?

More Details   💡 Insights

🔵	Extremely confident	2
🟠	Somewhat confident	9
🟢	Neutral	2
🔴	Somewhat not confident	1
🟣	Extremely not confident	0

Mid course survey:

2. How confident do you feel in accessing the course online?

More Details

🔵	Extremely confident	4
🟠	Somewhat confident	4
🟢	Neutral	1
🔴	Somewhat not confident	0
🟣	Extremely not confident	0

Importance of learning in a group

Survey at start of course:

12. How important is it to you that you feel part of a group when learning online?

More Details   💡 Insights

🔵	Extremely important	2
🟠	Somewhat important	8
🟢	Neutral	2
🔴	Somewhat not important	1
🟣	Extremely not important	1

Mid course survey:

10. How important is it to you that you feel part of a group when learning online?

More Details

🔵	Extremely important	1
🟠	Somewhat important	3
🟢	Neutral	4
🔴	Somewhat not important	1
🟣	Extremely not important	0

11. Do you feel that working alongside other learners in your tutorial group helps develop your maths knowledge and skills?

More Details

🔵	Very much	0
🟠	Somewhat	7
🟢	A little	1
🔴	Not at all	1

Confidence in sharing ideas

Survey at start of course:

6. Rate your confidence in sharing your ideas and answers in a live teaching session online.

More Details   💡 Insights

🔵	Extremely confident	0
🟠	Somewhat confident	10
🟢	Neutral	1
🔴	Somewhat not confident	3
🟣	Extremely not confident	0

Mid course survey:

5. Rate your confidence in sharing your ideas and answers in a live teaching session online.

More Details

🔵	Extremely confident	0
🟠	Somewhat confident	6
🟢	Neutral	2
🔴	Somewhat not confident	1
🟣	Extremely not confident	0

Learner comments from start of course survey:

I find it easy to lack concentration whilst at home.
I've been looking forward to studying this course, I enjoy learning & working with others
I enjoy learning but I really want to complete this to move forward with my career
Really excited to be doing the course and for my future.
I prefer face to face classes, getting materials in hand. I have difficulties to do everything online.
I'd rather be face to face but because of covid I'm unable to do so.
Gives me stuff to do in such a boring time.
Studying online can be difficult cause I find it difficult to focus online sometimes and can be harder to ask for help with topics.
I'm excited for the future.
Would prefer in class but I'm happy online
Able to excess whenever I want and learn in my own time
yeah ill enjoy it
I Enjoy studying, i just struggle a little with maths which makes it harder to enjoy learning about it.

Learner comments from mid – course survey:

Now I am starting to understand things properly, I am enjoying to learn about it.

It's exciting learning new things

I enjoy learning but I feel it would benefit us all to learn with those in our group I:E LV1 LV2

I feel much more confident and competent than before but I still have some things to improve.

I just prefer in person learning but I don't dislike learning online

I enjoy these lessons online but sometimes between learning & working full time, it can be very full on

I'm finding quite good doing it online but I didn't select Very much because I would prefer to do it in a classroom environment.

Enjoying it but sometimes face to face is better

I prefer working with the students who are working on the same level as me, this is because i feel comfortable to share ideas and find it easier to work with less people around me.

Appendix 14 – Learner survey data for G471

How well do learners know each other?

Survey at start of course:

11. Are you getting to know other students better through the live teaching sessions & tutorials?

More Details   💡 Insights

🔵	Very much	0
🟠	Somewhat	4
🟢	A little	3
🔴	Not at all	3

Mid course survey:

8. Are you getting to know other students on the course better?

More Details

🔵	Very much	1
🟠	Somewhat	2
🟢	A little	5
🔴	Not at all	1

Enjoyment

Survey at start of course:

4. How much do you think you will enjoy studying online?

More Details   💡 Insights

🔵	Very much	4
🟠	Somewhat	6
🟢	A little	0
🔴	Not at all	0
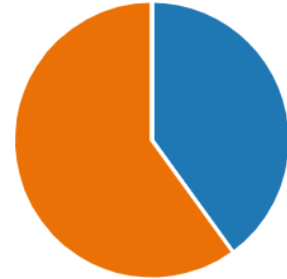
Mid course survey:

3. How much are you enjoying studying online?

More Details

🔵	Very much	5
🟠	Somewhat	4
🟢	A little	0
🔴	Not at all	0

Confidence in accessing the course

Survey at start of course:

2. How confident do you feel in accessing the course online?

More Details   💡 Insights

🔵	Extremely confident	4
🟠	Somewhat confident	4
🟢	Neutral	1
🔴	Somewhat not confident	1
🟣	Extremely not confident	0

Mid course survey:

2. How confident do you feel in accessing the course online?

More Details

🔵	Extremely confident	3
🟠	Somewhat confident	4
🟢	Neutral	2
🔴	Somewhat not confident	0
🟣	Extremely not confident	0

Importance of learning in a group

Survey at start of course:

12. How important is it to you that you feel part of a group when learning online?

More Details   💡 Insights

- 🔵 Extremely important   3
- 🟠 Somewhat important   2
- 🟢 Neutral   3
- 🔴 Somewhat not important   2
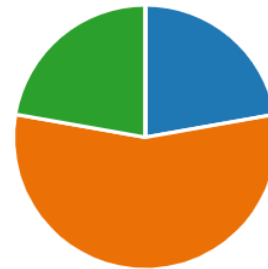- 🟣 Extremely not important   0

Mid course survey:

10. How important is it to you that you feel part of a group when learning online?

More Details

- 🔵 Extremely important   2
- 🟠 Somewhat important   5
- 🟢 Neutral   2
- 🔴 Somewhat not important   0
- 🟣 Extremely not important   0

11. Do you feel that working alongside other learners in your tutorial group helps develop your maths knowledge and skills?

More Details

- 🔵 Very much   3
- 🟠 Somewhat   4
- 🟢 A little   1
- 🔴 Not at all   1
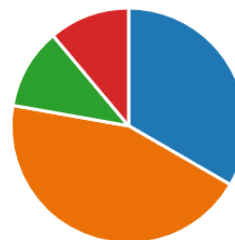
Confidence in sharing ideas

Survey at start of course:

6. Rate your confidence in sharing your ideas and answers in a live teaching session online.

More Details   💡 Insights

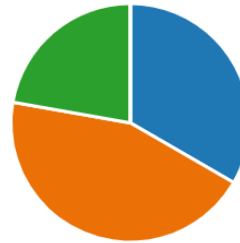|		
🔵	Extremely confident	2
🟠	Somewhat confident	3
🟢	Neutral	4
🔴	Somewhat not confident	1
🟣	Extremely not confident	0

Mid course survey:

5. Rate your confidence in sharing your ideas and answers in a live teaching session online.

More Details

🔵	Extremely confident	3
🟠	Somewhat confident	4
🟢	Neutral	2
🔴	Somewhat not confident	0
🟣	Extremely not confident	0

Learner comments from start of course survey:

easier to fit around other commitments miss contact with others

I'm more of a practical, do it in person learner. I pick things up quicker that way. Although with Maths, I am aware that it is a classroom based topic.

I have done several online courses and have found it nice to do it in the comfort of my own home

I feel as though I am gaining IT skills along the way as well as Maths, and although it can be challenging I always enjoy learning new skills. My tutor is very patient and helpful.

I like being able to take my time working through the learning without feeling the pressure in a classroom

I lack motivation at home and work better in a school/college etc where I don't have home comforts to distract me and noisy children to disturb me!

Studying online is fun because it allows me to work on my own time schedule and also to contact the tutor via email whenever I need help.

I   PREFER IN-PERSON TEACHING HOWEVER THE TUTOR SEEMS VERY CAPABLE AND IS VERY WELL STRUCTURED

I enjoy learning new things and in whilst we are in the pandemic, I would rather do this from home.

more enjoyable if you know others but dislike social contact online

It is nice to meet other people sharing the same or similar goals but as long as I feel I have the tutors support then that is the most important thing

I don't find online learning in any way sociable. Seeing someone on a computer screen isn't the same as in person. Verbal communication is only a small amount of a conservation as a whole and online you miss out a lot of a person's intentions, emotion and overall wellbeing. Online learning isn't something I would do at any other time than through a pandemic where the choice was taken out of my hands. It has nothing to do with WSC or the staff, it's just a personal preference.

I'm looking forward to participating and completing my course successfully. The tutor is very professional and helpful.

Learner comments from mid-course survey:

I enjoy studying online very much. Its an enjoyable course which is helpful and interactive with fellow students. Rachel is a great tutor who explains topics well and assists with anything we are unsure about.

I am finding I knew more than I thought I did and its giving me more confidence in myself

Allows me to work it round current commitments

It's Convenient under the circumstances, but maybe a little less motivating, as it's in my own home.

Computers aren't usually my thing so generally I rely on my husband to troubleshoot everything for me if i have trouble.
I study much better in person, obviously that can't happen at the moment but I don't feel very confident working alone. At least in a physical group you can lean on other to help out if you've missed something. Also, trying to study at home when the kids are killing each other downstairs is off putting. They're with my husband so they aren't alone but the noise travels even when I'm on the second floor and they're on the ground!

Internet not great so teams keeps freezing

The course has been very helpful and delivered professionally.

To learn from home is logistically easier, and the content and platforms are easy enough to navigate. Nothing beats face to face contact though.

all I know is their names. There is no other interaction other than with maths and talking about maths.

Appendix 15 – Team meetings

Extract from minutes of FS Maths Team meeting on 5.3.21:

'Sandpit' sessions • Rachel & Lexy have collaborated on the use of Google Jamboard as a tool in online sessions this week • Is there wider interest in meeting to trial/share practice with online tools? *Agreed to meet after each FS Team meeting to explore an online tool.*	

Extract from minutes of FS Maths Team meeting on 19.3.21

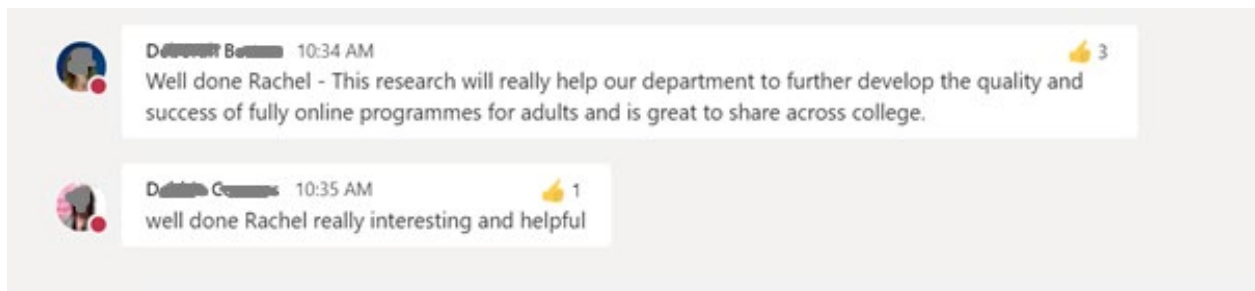|	
Jamboard • Online tool used to encourage collaboration and engagement from learners *Small group viewed example activities: jamboard*	

Padlet to gather teams reflections of 20-21 and thoughts about 21 -22:

Appendix 16 – College CMT feedback

Approx 40 participants (Managers from across college)

D██████ B██████ 10:34 AM 👍 3
Well done Rachel - This research will really help our department to further develop the quality and success of fully online programmes for adults and is great to share across college.

D██████ C██████ 10:35 AM 👍 1
well done Rachel really interesting and helpful

Appendix 17 – Attendance, retention and achievement data across cohort 1 and 2 courses

Cohort	Group code	Attendance	Number of learners on register[1]	Number of learners who left course[2]	On track[3] at Milestone 1	On track at Milestone 2	On track at Mock	% of learners who have passed exam[4]
1	G457	84%	11	1	55%	60%	50%	18%[5]
1	G493	88%	11	0	73%	36%	36%	27%[5]
1	G488	91%	10	2	80%	50%	70%	80%[6]
2	G489	76%	7	6	86%	86%	50%	-
2	G470	90% (as of wk 9)	9	3	89%	89%	-	-
2	G471	97% (as of wk 8)	10	2	80%	80%	-	-

[1] – Number of learners on register at week 12 (week 9 for G470 & week 8 for G471)

[2] – Number of learners who had been on class register but were removed during the course. Some officially withdrawals, some 'non-starters'

[3] - % learners RAG rated 'Green'

[4] – As a percentage of those on register at the end of the course

[5] – Learners exams were scheduled for Jan '21. Many did not attend due to Covid concerns.

[6] – Majority of this groups exams took place before lockdown

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