

# Learner's Experience of e-Learning Implications for Institutional Transformation



**The ‘Understanding my learning’ strand aims to:**

- Review and investigate how learners experience and participate in e-learning
- Help practitioners support learners with different needs, experiences and preferences through the design of pedagogically sound learning activities.
- Help developers design appropriate systems

- **LEX- Learner experiences of e-learning: Report, Guides, Methodology** (August 2006)
- **Learner experiences of e-learning (exploring subject differences)- LearnerXP project** (October 2006)
- **The learner's voices – 5 video case studies** (September 2006)
- **Phase 2: Seven Projects, Learner Journey and Blended Learning Experience** (Mar 07-Feb 09)
- **Synthesis and support project –** (February 2006)

### **Beliefs, feelings & expectations**

Integrative, pervasive technology use

High expectations set by life outside

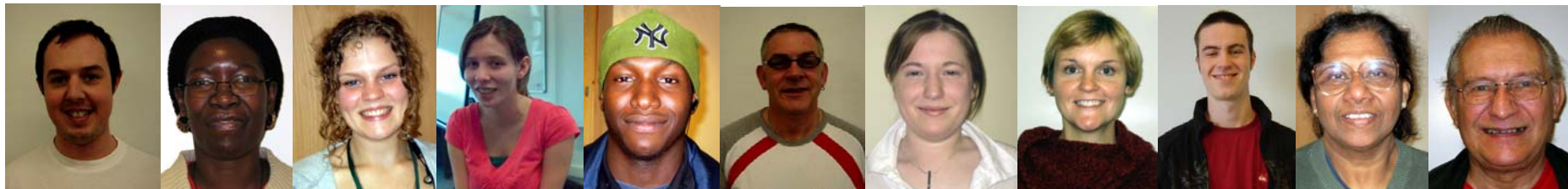
Sophisticated understanding of  
technology affordances

‘Underworld’

Emotionality

*"so my [group] we always text each other and say 'oh are you coming in at this time or we'll meet at this time' and so it looks on the face of it from the university website that we haven't been communicating all year but we have, it's just outside of that [discussion] board."*

Learner from the JISC-funded LEX Study, 2006



### **Strategies**

Multiple uses of technology in multiple locations

Flexibility

Information search and retrieval

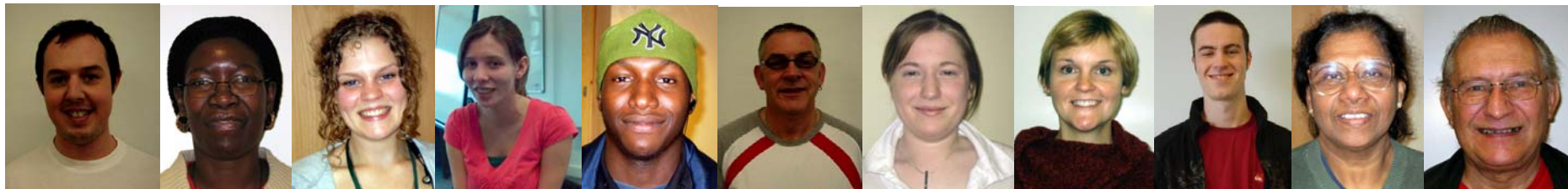
Integration with personal technologies

Strategies for collaborative work

Information learning

*"The ability to obtain most of my course information from home has helped greatly as it means I am already prepared for the lectures".*

*"For me, it helped with the continuity in between face-to-face lessons on the classroom. I like the fact that every day, or whenever I felt like it, I could just go in and practice [sic]."*



### **What impacts on the learner experience?**

Access to IT (but not IT skills)

Social networking skills

Mismatches in expectations

Fitting it all in around life

Disability and difference

*"It makes it easier to take notes in class and so I tend to learn more when I only have to write down the extras instead of the basics as well."*

*"For some people who suffer from disabilities and have no choice but to take time out, it is an enormous benefit in order to keep up with what is happening in lectures and what areas to read up on. Brilliant!!!".*



### ■ The technical developments agenda

- Personalisation
- Ownership
- Consistency, templates, frameworks

### ■ The institutional agenda

- Information searching and retrieval & evaluation
- Distributed access

- The staff development agenda
  - Curriculum design
  - Skills development
  - Promoting dialogue with students
  
- The research agenda
  - Longitudinal studies
  - Purposive sampling

## Key research questions for phase 2 projects

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- How do specific groups of students experience learning with technology?
- What is the experience of highly skilled online communicators and networkers?
- How do learners experience change through their learning journey?
- What are the critical choices that learners make about when, where and how to study?
- How do learners make use of technology for learning in ways that are not expected or supported?
- How are learners personalising and adapting their tools and environments?

- Four guides:
  - Methods for evaluating the learner experience of e-learning
  - IT support and provision for e-learners
  - Developing courses and activities for e-learning
  - Recommendations for post-16 institutions on enhancing the learner experience of e-learning
- Learner voices CD-Rom
- “In their own words” publication due September 2007

## Activity: Implications for Institutional Transformation

- Any questions



## Activity: Implications for Institutional Transformation

- How are you evaluating the impact of your institutional transformations on learners?
- What are the implications of technical developments on your projects/institutions?



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