The Impact of Learning Style on the Student Experience:

A Longitudinal Study Through Fully Online, Hybrid, and In-person Semesters

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Outline

| Introduction | Session goals | Study aims | Study design | Questionnaire results | Key takeaways | Suggestions going forward | Questions and discussion |

Who Are We?

- Members of the Enhancement Theme Team at the University of St Andrews

- Working together on this project since 2021!

Nicole, Paula, and Hitanshi at the Enhancement Theme Team showcase event in March.

Session Goals

Narrate the **student experience** from fully online learning through the return to in-person learning

Communicate **current student desires** for learning style

Open a discussion on what the **future of learning** could and should look like

Study Aims

How does **learning style** impact the **student experience**?
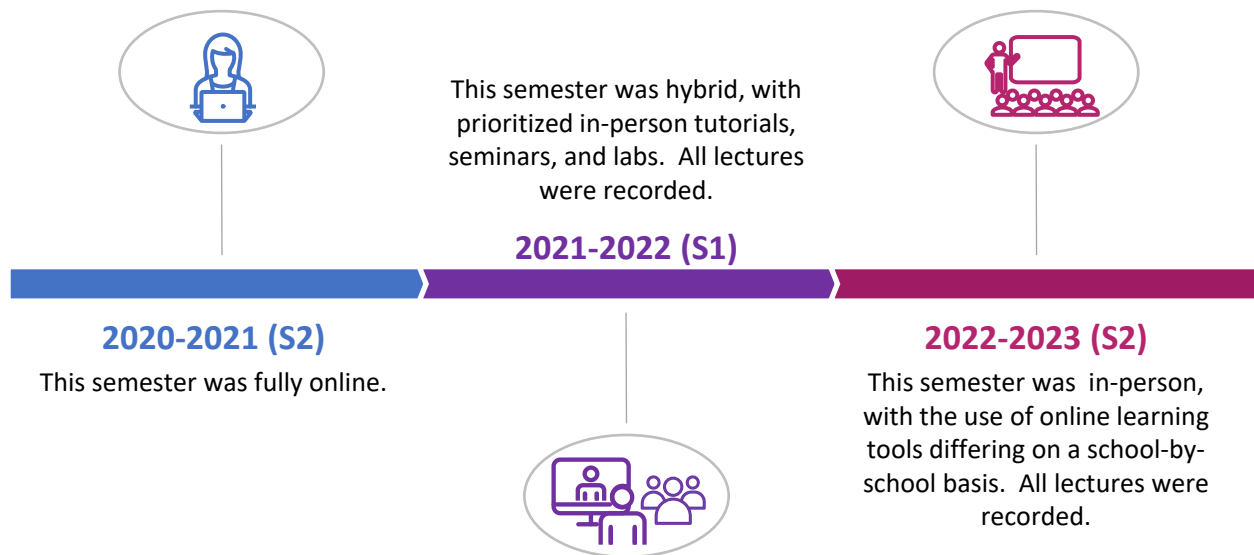
Online

Hybrid

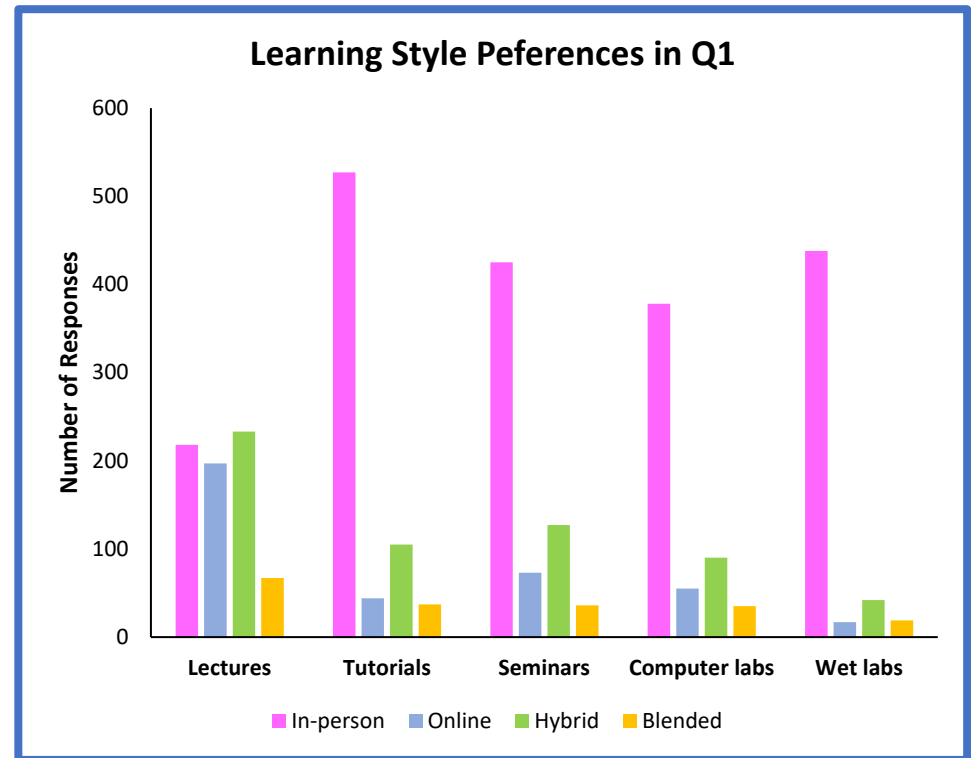In-person

Academic

Wellbeing

Social

Study Design

- Three surveys
- Mix of multiple choice and free text questions
- Records demographic info on student population

This semester was hybrid, with prioritized in-person tutorials, seminars, and labs. All lectures were recorded.

2021-2022 (S1)

2020-2021 (S2)
This semester was fully online.

2022-2023 (S2)
This semester was in-person, with the use of online learning tools differing on a school-by-school basis. All lectures were recorded.
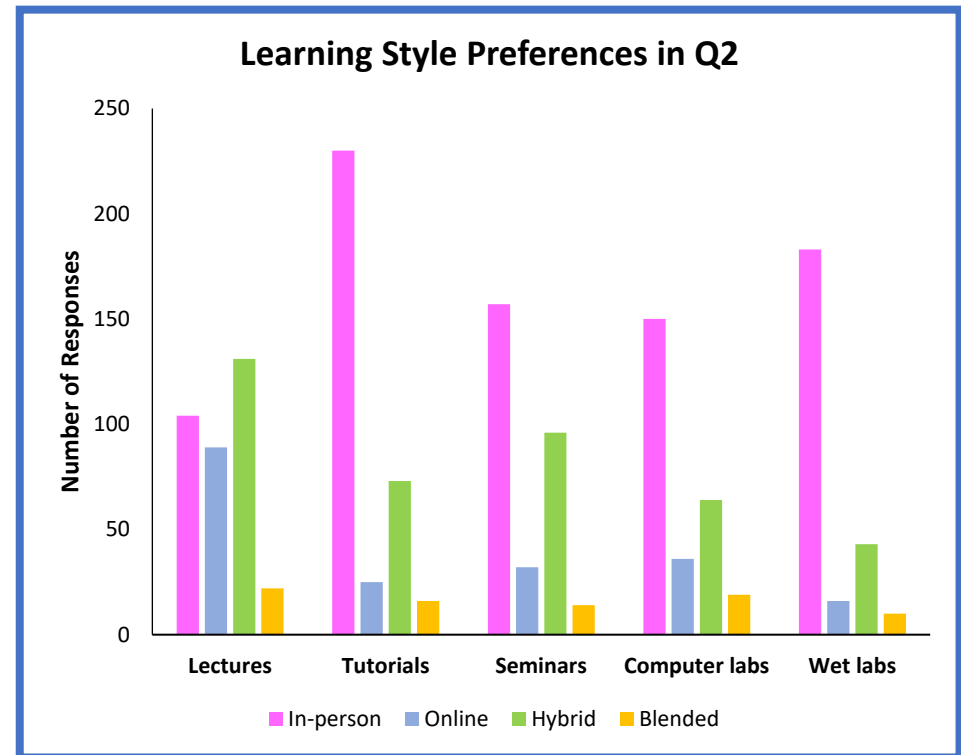
Online Learning Semester

- Students reported **low feelings of identity/belonging** on both a school and University level

- **Lecture recordings** were found to be very helpful

- **Online group chats** for peers/social clubs were enjoyed
  - Students from **the Graduate School** reported lower satisfaction

- **Care experienced students** reported that their financial situation negatively affected their wellbeing

Learning Style Peferences in Q1

In-person, Online, Hybrid, Blended

Number of Responses — axis: 0, 100, 200, 300, 400, 500, 600

Categories: Lectures, Tutorials, Seminars, Computer labs, Wet labs
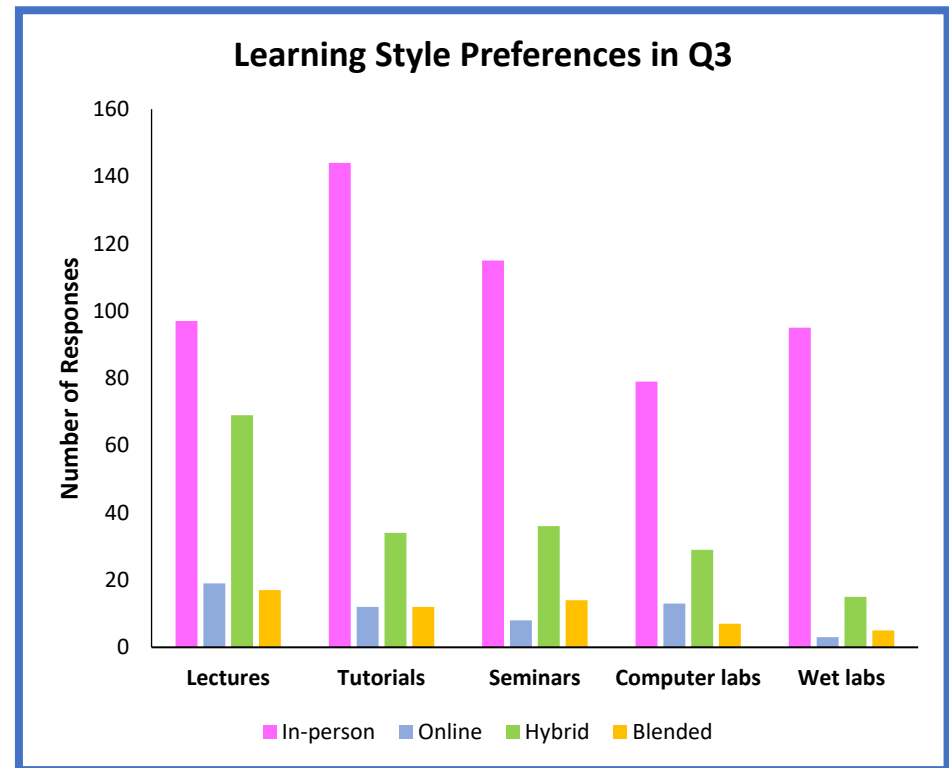
Hybrid Learning Semester

- Students had higher ratings for **feelings of identity/belonging** on both a school and University level

- **Lecture recordings** continued to be found very helpful

- **Online group chats** for peers/social clubs rated highly again
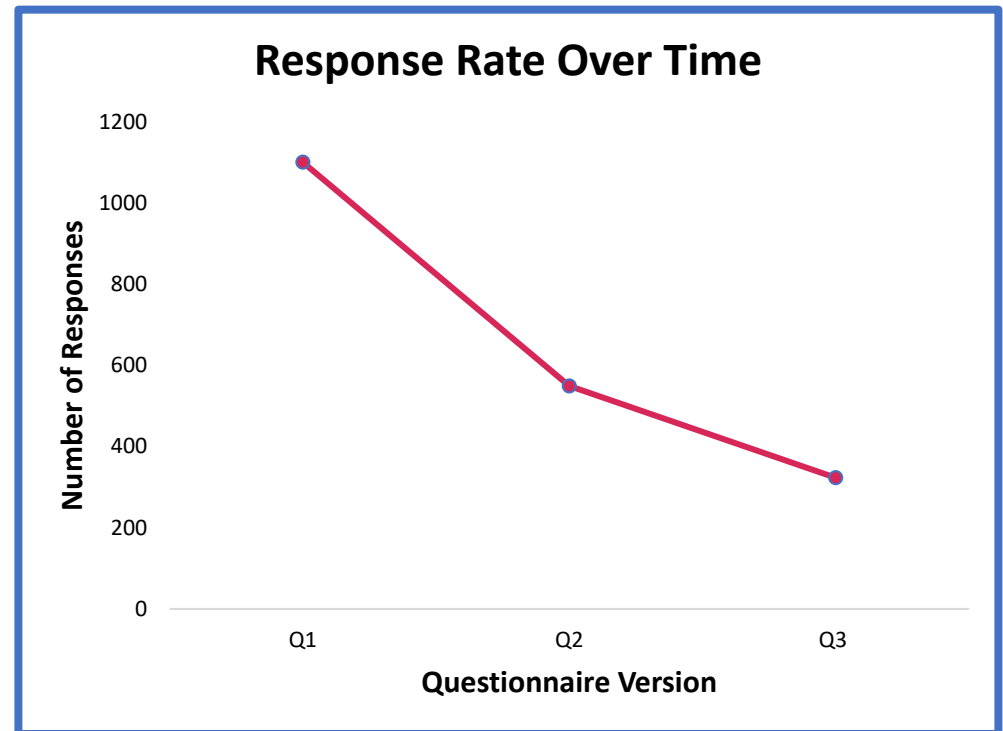
Learning Style Preferences in Q2

In-person Learning Semester

- Students again had higher ratings for **feelings of identity/belonging** on both a school and University level

- Students from **the graduate school** had low ratings for **recorded lectures**

- **Film studies** students had low rating for **in-person group work**, but high ratings for **ability to study in-person,** and **in-person and hybrid peer interactions**

- **Students with disabilities** rated **hybrid group work** highly
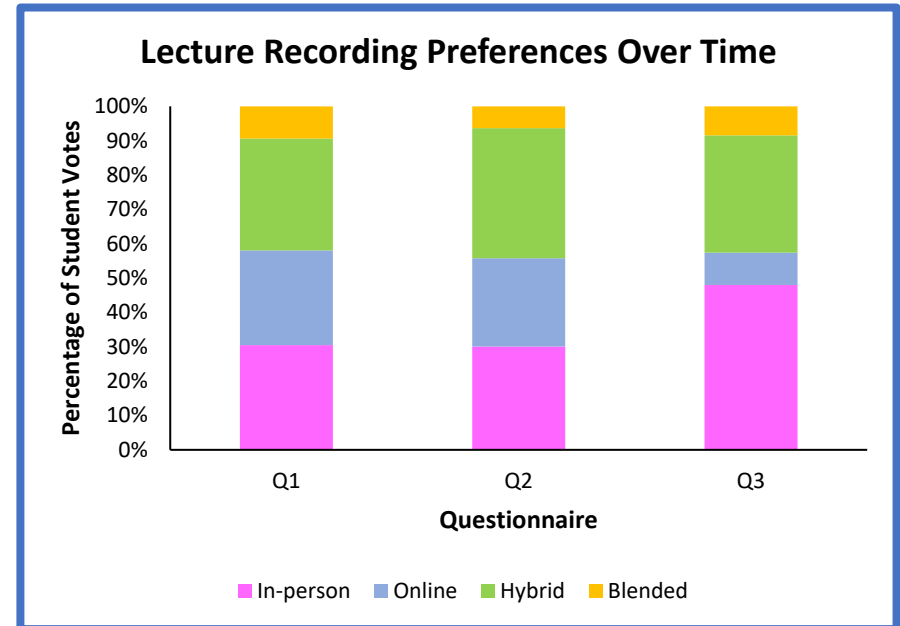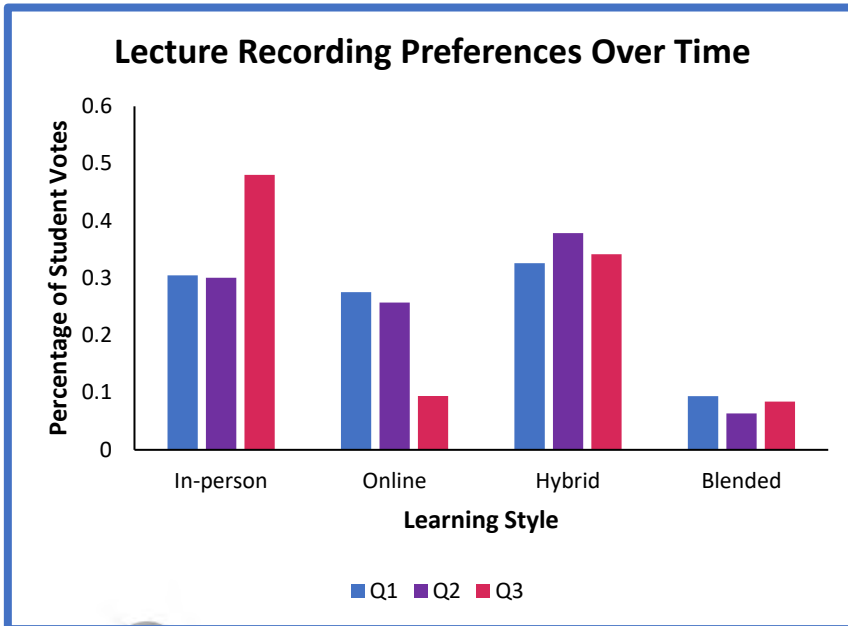

Learning Style Preferences in Q3

Comparison Across Semesters: Response Rates

- **Response rate decreased**

- Questionnaires advertised the same way

- Could be due to the return to in-person learning

- Introduces **potential bias** in responses

Response Rate Over Time

A line chart titled "Response Rate Over Time" with the y-axis labeled "Number of Responses" (ranging from 0 to 1200) and the x-axis labeled "Questionnaire Version" showing Q1, Q2, Q3. The line decreases from approximately 1100 at Q1 to approximately 550 at Q2 to approximately 320 at Q3.
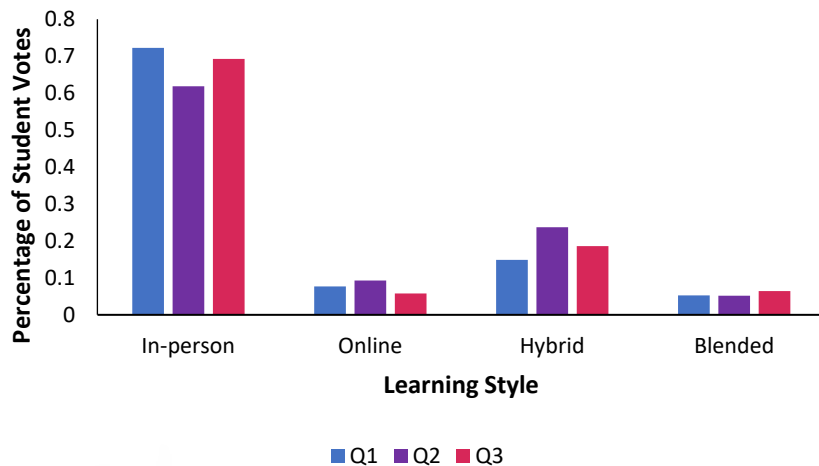
Comparison Across Semesters: Lectures

- **No preference** for learning style in Q1 and Q2
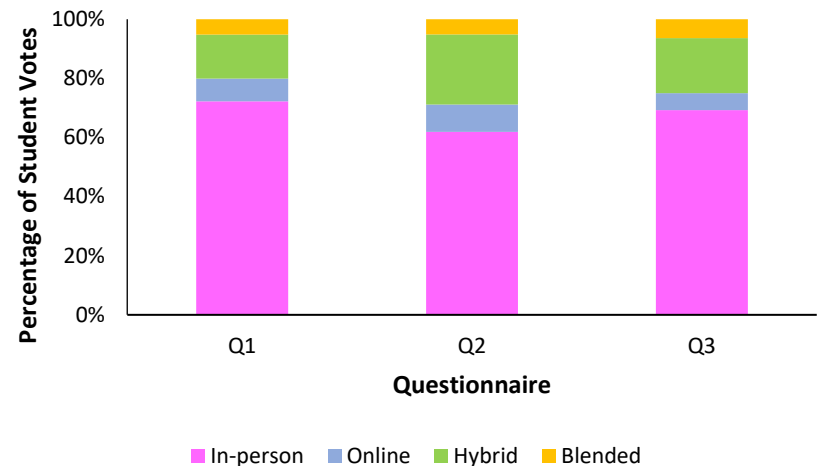- Increase in preference for **in-person lectures** in Q3

Lecture Recording Preferences Over Time

Lecture Recording Preferences Over Time

Comparison Across Semesters: Tutorials/Seminars/Labs

- Strong preference for **in-person**
- No major change over time
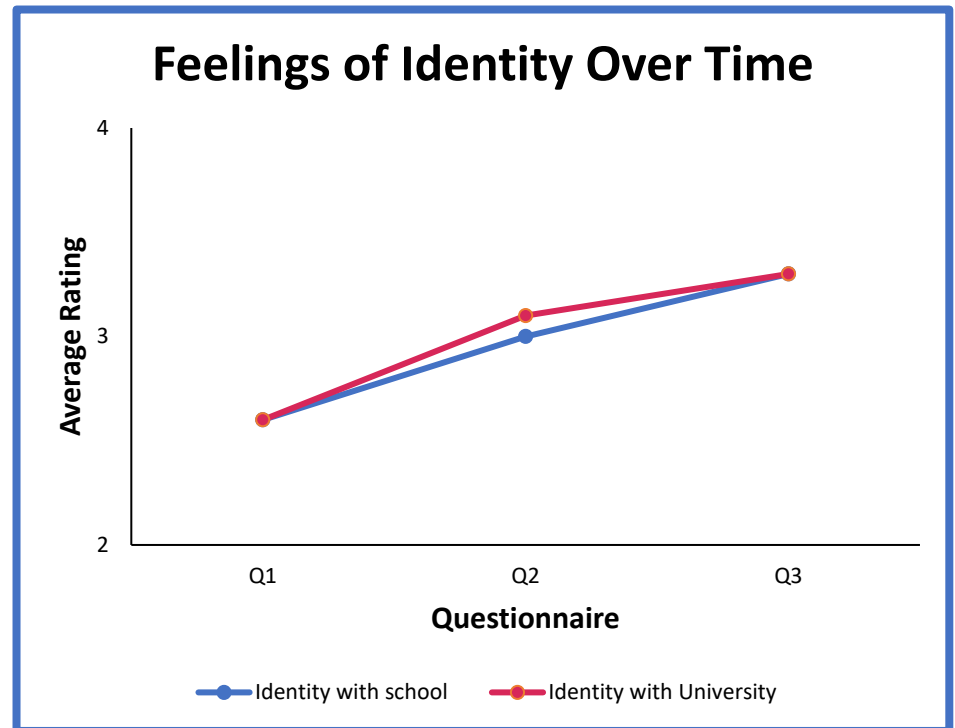

Tutorials/Seminars/Labs Preferences Over Time

(bar chart — Percentage of Student Votes vs Learning Style: In-person, Online, Hybrid, Blended; series Q1, Q2, Q3)

Tutorials/Seminars/Labs Preferences Over Time

(stacked bar chart — Percentage of Student Votes vs Questionnaire: Q1, Q2, Q3; categories In-person, Online, Hybrid, Blended)

Comparison Across Semesters: Feelings of Identity

- Steady **increase** in average **feelings of belonging** over time

- May be due to **return to in-person learning** or retention of **recorded lectures**

Feelings of Identity Over Time

Average Rating vs Questionnaire (Q1, Q2, Q3)

Legend: Identity with school · Identity with University

Key Takeaways

- Students want **recorded lectures**

- Students want **online academic group chats**

- Students have **different preferences** for lectures vs tutorials, seminars, and labs

- Student **feelings of belonging** with their school and the University increased since online learning

Suggestions Going Forward

- Improving and standardizing **lecture recording quality**, making it a permanent aspect of teaching

- Focus on **increasing student feelings of belonging** by cohort building (e.g. having academic or informal online group chats)

- Creating a **feedback pipeline** that can monitor student preferences on a regular basis

Let's Discuss!

What should the future of education look like?

Content ✕

Your question ⑦

| What should the future of education look l |

Description

Longer description shown on your audience's phones and if you hover the question while presenting.

| Choose three words! |

Entries per participant ⑦

| 3 |

Extras

Let participants submit multiple times ⑦ 🔵

Remove question

NC
Account

✎
Content

🗐
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⚙
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Got feedback?

Thank you for listening!

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