Accommodating the Distance Learner in Fully Online Courses

Recording Type: Online live stream – Text Chat
Date: 9th November 2018
Participants:
- Tim Neumann (moderator)
- Kim Insley, Richard Freeman, Will Gibson (programme leaders)
- 12 participants in the room, 25 online
Further Information: https://blogs.ucl.ac.uk/LTU

Protocol of the online participants’ text chat running alongside the panel discussion.

<table>
<thead>
<tr>
<th>User</th>
<th>Chat Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>User 4</td>
<td>I'm reflecting on how I feel joining this session live vs if I watched recording at another time - I'm posting this message because I can and then will reflect more on how it feels!</td>
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<tr>
<td>User 4</td>
<td>I'm feeling more engaged I think since I'm wondering what others are thinking of here in real-time</td>
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<tr>
<td>User 2</td>
<td>I am wondering how you ensure plagiarism is avoided</td>
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<tr>
<td>User 6</td>
<td>more engaged than when &lt;User 4&gt; ?</td>
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<tr>
<td>User 5</td>
<td>I am enjoying this session, but I was only able to join the first 10 minutes on my mobile because I was walking the dog!</td>
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<td>User 4</td>
<td>compared to watching back as a recording</td>
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<tr>
<td>User 7</td>
<td>I wonder if you were interested in evaluating the students engagement</td>
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<tr>
<td>User 8</td>
<td>The advantage of asking questions and getting an immediate response rather than asking on a forum and then waiting for a response.</td>
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<tr>
<td>User 6</td>
<td>Do you think the fact that it'll carry on and you might miss something if you stop watching might be a factor (I do know it's recorded)</td>
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<tr>
<td>User 4</td>
<td>I find recordings very useful as I often end up rewinding if I drift off!</td>
</tr>
<tr>
<td>User 6</td>
<td>yes,</td>
</tr>
<tr>
<td>User 2</td>
<td>Synchronous activities are a good way to check that remote work is students' own.</td>
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<tr>
<td>User 1</td>
<td>there was a rather extensive survey done at univ of edinburgh recently among its academics and students re:lecture recording. one of the interesting findings was how the two groups perceive the lecture recording. for an academic it was a type of performance. whereas for a student it was a tool.</td>
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<tr>
<td>User 4</td>
<td>I think it's hard or resist the pulls of multi-tasking though! I find I'm less likely to do so if I see people looking at me live through video (even if I know they can't see me!).</td>
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<tr>
<td>User 4</td>
<td>@&lt;User 1&gt; - interesting - thanks</td>
</tr>
<tr>
<td>User 1</td>
<td>it then meant that for example when an academic had technical issues during the lecture it was deemed annoying by the students. because the latter saw it as an unnecessary disruption. whereas the academic thought of it as part of the performance</td>
</tr>
<tr>
<td>User 2</td>
<td>I love the idea of KIT. I use a similar method for my remote students.</td>
</tr>
</tbody>
</table>
User 7 great idea indeed!
User 4 @<User 1> - sounds like students see the academic as non-human i.e. no room for human error - I wonder if this is more so when on a recording than F2F?
User 9 KIT sounds really good practical and realistic option
User 2 Kim, do you find older students engage better than younger ones?
User 1 i suppose this is one of the ways to look at it. the teacher as someone who delivers the material rather than being part of the relationship. its all quite neoliberal
User 8 in F2F you can see the response and adjust what you are delivering
User 4 @<User 1> - thanks for the stimulating discussion that it engaging me more in this and less on the other tasks that were distracting me from this! ....definitely a key lesson for me in thinking more about facilitating my own Collaborate sessions with stud
User 1 i think we tend to forget (controversial) of looking at the how the material is presented during the lecture as well. so many lectures are just not good at it. students get bored because the quality of the delivery is poor
User 4 @<User 8> - yes - good point
User 2 Kim, we do remote student presentation assessments by recorded video followed by phone questions.
User 2 I am thinking with the PhD a student could plagiarise by getting someone else to write it for them? How would you know?
User 6 viva ?
User 2 I suppose so <User 6>.
User 4 Yes - I think balance and options help - important to join some live for connection and to have more time to think / rewind at times
User 9 Agree immediacy & 'live' possibly/probably overrated. Like Tim, found my fully only asynchronous OU MA best educational experience of my life for reasons he & Richard say - asynchronous NOT second rate. That said, am gaining lot from this live session - so maybe occasional & selective use of synchronous. Yes, Kim, time to think.
User 2 Will this session be recorded? There are a lot of good points being made.
User 6 it’s being recorded
User 4 Does anyone have any experience of alumni/peer mentoring schemes for supporting online learning?
User 5 The pre-course handbook looks great
User 5 encouraging learners to try out activity types before the course start - induction
User 8 Kanopy is not available for LSHTM staff
User 2 This programme page is excellent, Kim - you seem to have thought of all the potential problems of remote study.
User 8 sound and picture has been lost
User 8 And it is back
User 5 If I hadn’t had to walk the dog I might still be in my pyjamas!
User 6 The fact that you could access the first part of the seminar on your phone is great
User 6  Also in Africa, the research say’s that most people access the internet via their mobile
User 4  We’re trying to do this at LSHTM so just wanted to link up with others if already doing this!
User 9  Students who have completed a module/course returning as 'expert participants' (maybe not best role name)? Perhaps bit like UCL transition mentors online?
User 4  Thanks for your responses
User 9  Thanks for comments & questions in this chat - real enhancement to following panel. This another benefit of online synchronous participation? Not 'rude' to chat while main discussion going on as might be if f2f.
User 6  do you think the F2F people there have missed out?
User 9  Yes wondering about thaty.
User 8  That is why I am watching live rather than a recording. (Will watch to revise if necessary.)
User 5  thanks everyone - presenters and chattery folk
User 8  Thank you
User 2  Thank you - very informative
User 6  Thank you all
User 4  thanks all
User 9  Thanks really helpful!