

WONKHE

Supporting student success in a blended learning environment

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DEBBIE MCVITTY | EDITOR | WONKHE
@DEBBIE_MCVITTY | DEBBIE@WONKHE.COM

Setting up the problem – the legacy of Covid

The complexity of students' lives shaping their learning engagement – the interrelationship of time, money, and wellbeing “resources” – around 4 in 5 students report issues with accessing learning and teaching

Universities are similarly under-resourced – money, time, and innovation/development capacity of staff are at a premium

le even if a university were able to offer “more” learning opportunities and support, the students who most need it would be least able to benefit from it

“Blended” comes as standard, and neither digital competence nor academic confidence can be assumed – and lots of students simply won't ask for help

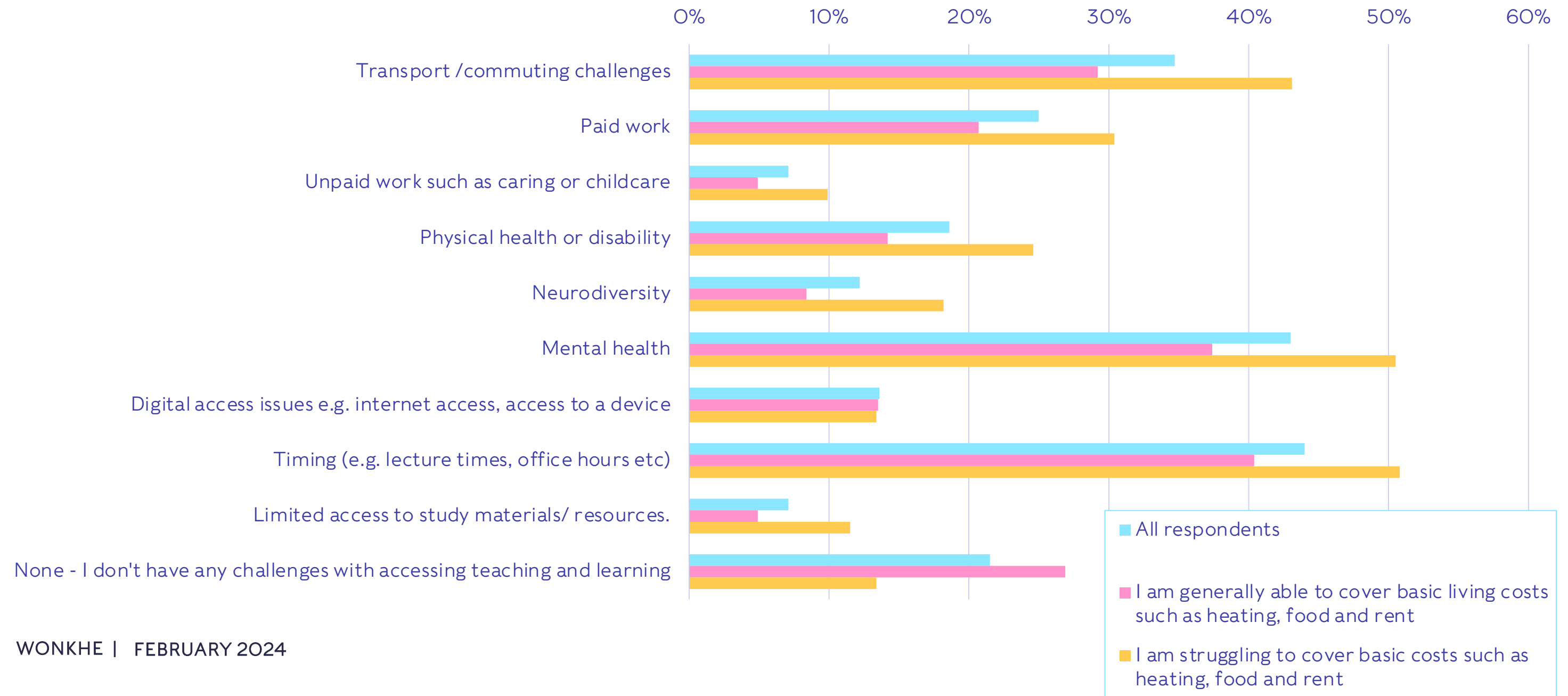
Balancing between “support” and “fostering agency” – need not be mutually exclusive nor a fixed trajectory



Access to teaching and learning

Which of these things regularly impact on your ability to access your teaching or learning (on campus or online)?

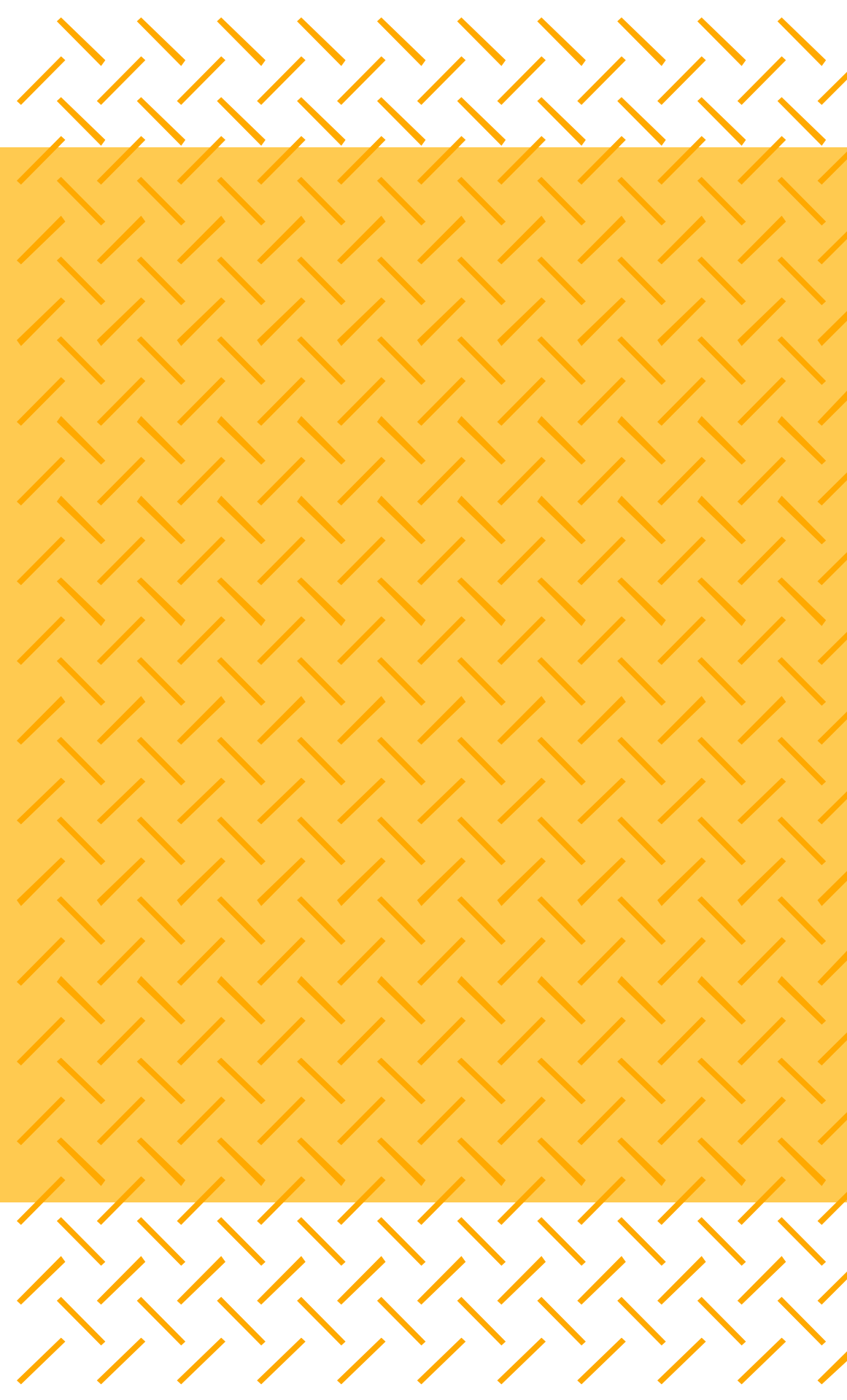
Source: Wonkhe/Pearson student survey conducted spring 2023, published September 2023 n=908





I worry about the argument that post-Covid students want to be able to access learning more flexibly. If that argument is grounded in the assumption that students can learn for themselves then it looks a lot like abrogation of responsibility for designing a learning environment that students are enabled to engage in.

Tony Moss, pro vice chancellor, education and student experience, London South Bank University

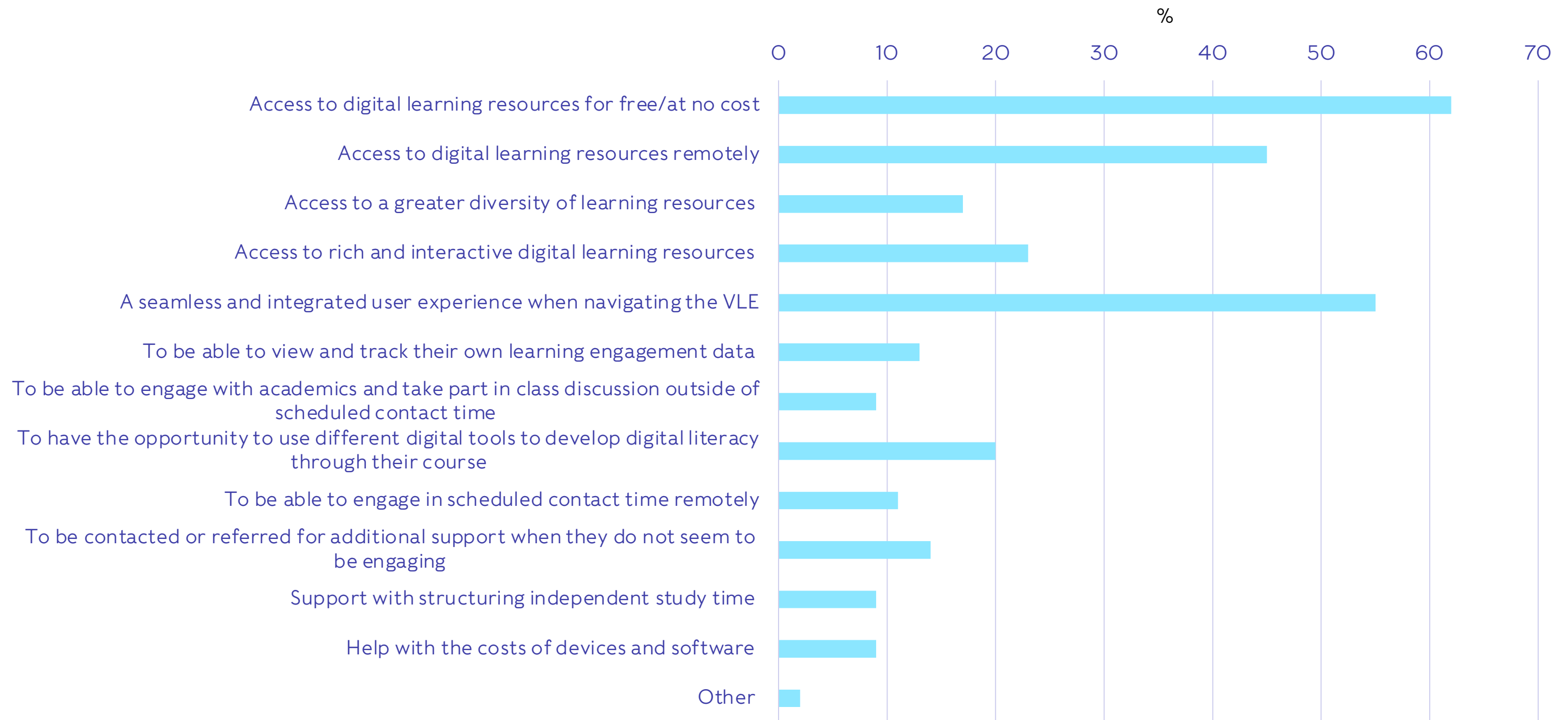




Ultimately, we should be seeking an outcome where we no longer need to specify “digital” as a separate term and that it’s all just learning, making use of physical and digital infrastructure to provide learning experiences to the broadest range of students. This post-digital vision can only be achieved through the seamless integration of digital tools and the increased capabilities of our staff and students.

Danielle George, associate vice president blended and flexible learning, University of Manchester

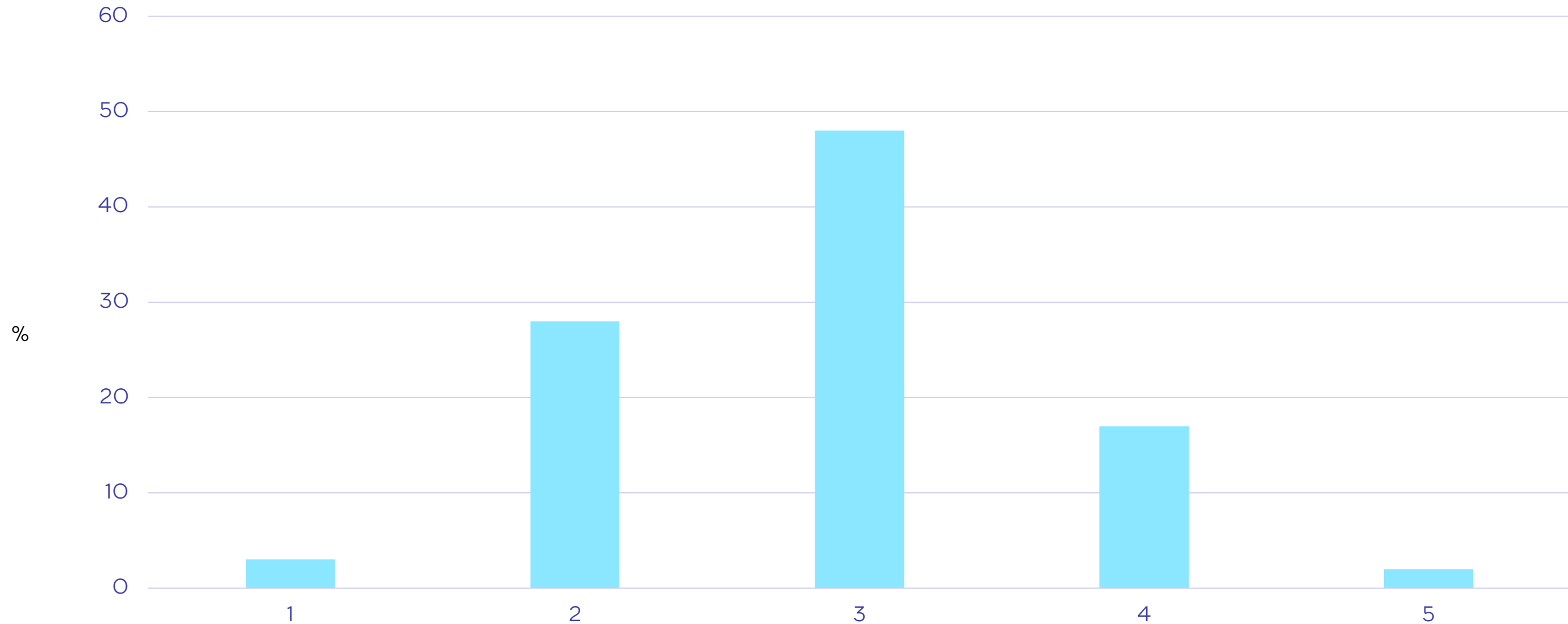
What students' need from technology



In your judgement, what do you think your students most need from digital technologies to support their engagement with learning and academic development? (%) Select up to three.

N=463 From the Wonkhe/Kortext Setting the Curve survey of UK HE educators Oct 23

Expectations of students



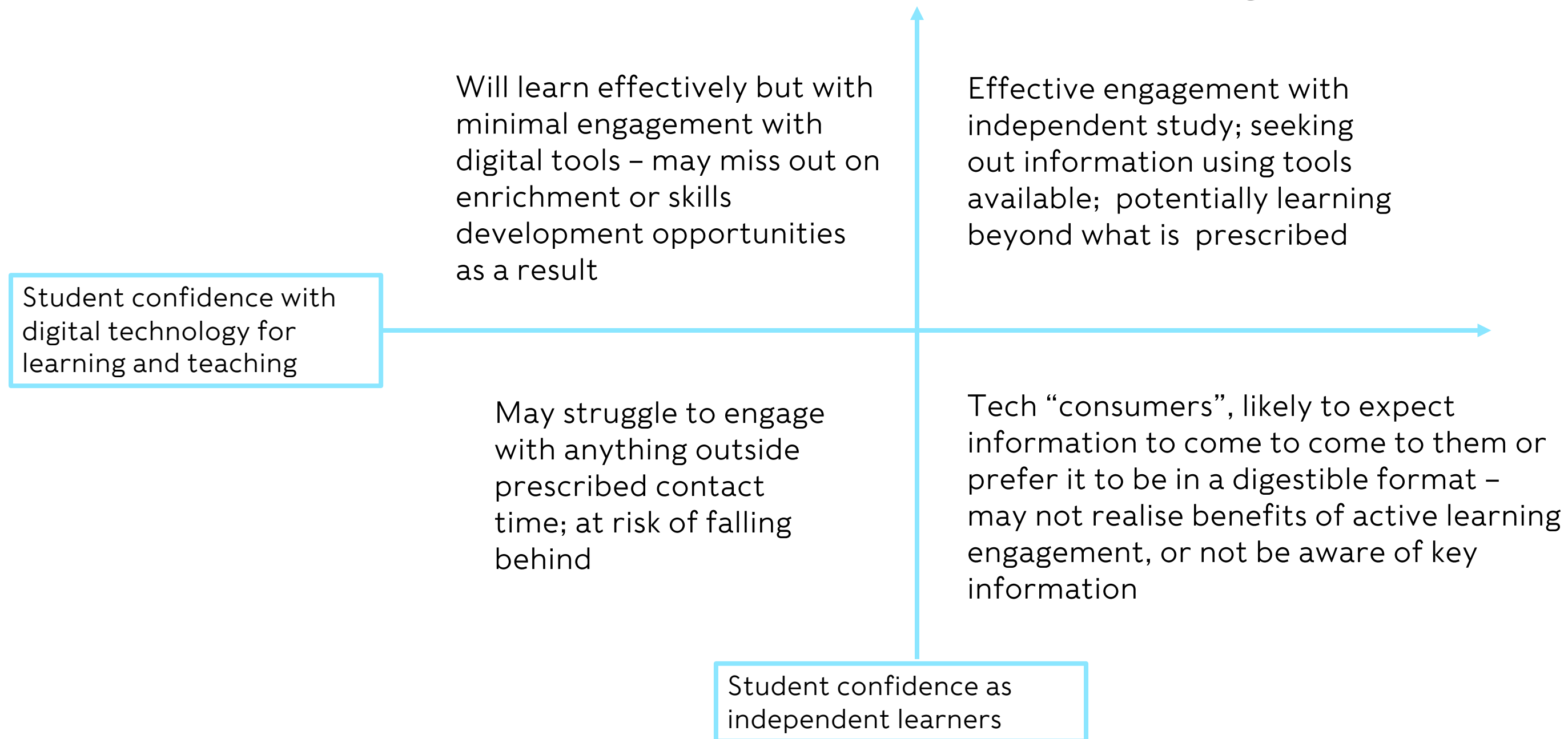
In your judgement, how confident are you that (your) students understand what is expected of them in their engagement with digitally enhanced learning, teaching, and academic support? (1= not at all confident 5=very confident)
N=463 From the Wonkhe/Kortext Setting the Curve survey of UK HE educators Oct 23



There is the assumption that the students are young, that they are digitally literate or have the underlying academic skills for more independent or self-directed academic practice. This is often not the case and students, teachers and others need to develop a deeper understanding of what it means to engage with learning via different modes with curiosity and criticality.

Member of executive team, FE college

Hypothesising the relationship between digital confidence and independent learning confidence



Derived from qualitative comments in the Wonkhe/Kortext Setting the Curve survey of UK HE educators Oct 23

Where does this leave us?

Curriculum transformation – focus on making visible and finding a shared language for the student development journey as well as course content and graduate outcomes

Proactive learning and academic support that is able to navigate the complex personal/academic space

Once you've decided what you want to achieve you can work on developing organisational and individual capabilities and infrastructure :

- digital
- learning design
- data
- student personal development
- co-production

