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Doing Distance Learning the Right Way

Teaching Best Practice Award Case Study
2021

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Doing Distance Learning the Right Way

Dr Christopher Kay, Social Sciences and Humanities



Abstract

This case study discusses the distance learning approach adopted as part of the part C module “Rehabilitation and Recovery”. The module adopted a flexible approach to learning which allowed for maximum student engagement and significantly enhanced the student experience. Through the use of small lecture chunks, interactive activities, a range of resources to accommodate different learning styles and regular communication with students (outlined below), this module represented an exemplar for how distance learning should be undertaken. It is easy to replicate and can be applied across a range of disciplines throughout the university. It also stands as proof that distance learning can be an effective way of delivering HE. Loughborough now has the infrastructure to deliver distance learning modules effectively which could enhance our accessibility to prospective students, particularly part time students or those who are unable to access HE through traditional means (further enhancing the university’s EDI agenda).

1. Background

The emergence of COVID19 transformed the delivery of higher education, almost overnight. For the first time (for most) the digital world became the new home of higher education. Initially it was hoped that this would just be a temporary solution for the final few weeks of the semester, but it quickly became apparent that online learning was here to stay, for the time being at least. Having previously taught on a fully distance learning PGT programme, I was aware of the challenges that are faced whenever teaching switches to online delivery, and the potential for anxiety amongst students when they are faced with an unknown method of module delivery. But I was also aware of the unlimited potential that online learning can offer if it is designed and delivered appropriately. In order to make the online learning experience a positive one it is important to remember that online learning is not just in person teaching but through a laptop. It requires a different approach and a different skill set to more traditional forms of teaching. An approach which prioritises active learning over passive observation, community and collaboration. Using my knowledge and experience, I was able to develop an approach which engaged my students virtually just as much as I had in person. One which made use of the existing virtual learning environment at Loughborough to its fullest, required minimal adaptation from students and produced significant positive outcomes across the teaching and learning experience. My final year Rehabilitation and Recovery module will be the case study for how I did just that.

2. Methodology

I adopted a full distance learning approach to my Rehabilitation and Recovery module. The keys to distance learning are flexibility, consistency, keeping activities short, maintaining a sense of structure, adding variety to cater for different learning styles and providing regular opportunities for communication. I did this in multiple ways:

- All of the content for the week was released at 9am every Monday morning. Allowing students to structure their weeks accordingly.
- Lectures were recorded ‘on demand’ and in 4 20–25-minute chunks, allowing students to digest the information at their own pace. The lectures were conversational in style, referencing multiple other sources of information that students could go on to explore outside of the lectures, all of which were signposted on the learn page (see appendix). All additional tasks were designed to be short (i.e. could be completed within 20 minutes).
- Students were provided with a ‘weekly checklist’ (see appendix), an interactive PDF which outlined all the tasks that needed to be done that week, along with optional tasks and, importantly, reminders to take breaks. This allowed them to keep track of their progress through the weeks and the module as a whole, while also demonstrating the progress they have made.
- Also, a weekly ‘test your memory’ quiz (see appendix), consolidating the key messages from the lectures/reading from each week
- Lectures and academic reading were supplemented with podcasts, youtube videos and blogs, all written and produced by those who have lived experience of rehabilitation and recovery. This allowed students to hear about the concepts under investigation from the mouths of those experiencing them.
- I regularly communicated with students through the module noticeboard (see appendix), at least once a week (but usually more), usually to introduce the topic for the week and to outline what the learn page contained. We

also had weekly workshops on a Friday afternoon and a regular drop in on a Tuesday. It was important to ensure students knew where they could find me for a chat.

Students reacted positively to the format of the module, suggesting that it enhanced their learning experience and made the module easier to engage with. Evidence of this will be provided below and in the appendix.

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3. Issues

The main potential barriers related to time and communication. This approach to teaching requires a good amount of up-front investment in order to make sure it runs successfully. Time is required to record the lecture, and to set up the various activities and reading tasks. I overcame this by setting time aside for module development, ensuring that the majority of materials were ready before teaching began. It was also important to make sure that the instructions were clear to the students in order to make sure they were able to utilise all of the content effectively. In order to get around this, I utilised the first workshop to highlight all of the resources that were available to them and how they would work. Communication is the key to overcoming distance learning barriers.

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4. Benefits

Students were appreciative of the lecture chunks, the weekly checklist and the test your memory quiz for each week. It was recognised that this provided the flexibility to allow students to manage their own learning at their own pace, to pause and take breaks when they needed to. The weekly checklist provided an added element of structure that the students on the module appreciated, while the test your memory quiz allowed for them to consolidate their learning. My approach to delivery was also noted by students as a positive, recognising the fact that I would communicate with them regularly and provide them with many ways to talk to me if they needed to. The regular drop ins and communication through the noticeboard were noted by students as a strength of the module over some of their others.

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5. Evidence of Success (*if available*)

The module had an overwhelmingly positive impact upon the student learning experience. This is evidenced through a wide variety of student feedback through emails, comments in the team's chat and the module evaluation questionnaire, all of which are attached in the appendix. The module was also regularly recognised as valuable by student reps at the Schools SSLC.

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6. How Can Other Academics Reproduce This?

An advantage of this approach is that it can be applied to almost any discipline, with the exception of perhaps some more practical subjects. The principles of distance learning are universal and have been outlined above. The weekly checklists and test your memory quizzes are easy to design (template provided in the appendix) and, once they exist, can be easily replicated each week. The only limiting factor to this approach is the level of communication staff are willing to put in with their students. With students being at a distance it is possible for levels of communication to dip, whereas the opposite needs to occur for this approach to be successful. The more openly you communicate with students, the more successful the approach.

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7. Reflections

The approach taken with this module can be seen as a success. The student feedback is strong and the module was fun to deliver, I have no doubt that this was the appropriate approach to take. The key things that contributed to the success of this module were consistency and communication. Students on the module knew exactly what they were getting each week and when they were getting it. They also knew what was expected of them and that there were many opportunities to talk to me if they needed to. I would not have done anything differently this year. However, in terms of what to explore next, I would like to pursue the options for enhancing the virtual experience, utilising technology such as virtual reality and interactive software to enhance the student distance learning experience further. The infrastructure now exists for Loughborough to provide distance learning options, which would increase student intake but also enhance our EDI practices. It is to these opportunities I would now like to turn.

6 Principles of Distance Learning



Flexibility

Allow students to study at their own pace and in their own time



Consistency

Release your content at the same time every week. This allows students to build their own routine around your delivery



Keep activities short

Cater to short attention spans, 20-25 minutes at a time is plenty. If you can do it while the kettle is boiling or dinner is in the over, perfect!



Maintain Structure

Checklists allow for students to keep track of where they are up to in the week/module. This structure can be really important



Add variety

Cater to different learning styles. Use videos (appropriate) blogs and podcasts alongside your regular readings.



Communication

Make sure students know how/where to find you if they need help. Communicate with them regularly. You can't see them in person, but it helps to know you are there!

Appendix A : A week from the Learn page

◀5: Capital Acquisition

7: Supporting Rehabilitation and Recovery ▶

6: Agency

This week we will begin to look at the concept of Agency. When it comes to agency we aren't thinking about organisations of agencies as you might think. Rather, when we talk about agency, we are talking about individual decision making. Acting with agency is acting with choice. But, is it really that simple? When thinking about the choices we make on a daily basis, we need to think about the various contextual issues that inform that choice. This is no different for rehabilitation and recovery as it would be for any other decision we have to make. The more we understand the context behind a decision, the more we understand that decision.



Week 6 Checklist

680.3KB PDF document



Week 6: Agency

4.5MB Powerpoint 2007 presentation



Week 6 part 1

AGENCY PART 1

Rehabilitation and Recovery: Week 6

Loughborough University
Powered by Panopto

Download, Share, Full Screen icons

Up arrow icon

Checkmark icon

Week 6 part 2

AGENCY PART 2

Rehabilitation and Recovery

Loughborough University
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Download, Share, Full Screen icons

Up arrow icon

Checkmark icon

Week 6 part 3

AGENCY PART 3


Rehabilitation and Recovery

Loughborough University
Powered by Panopto

Download, Share, Full Screen icons


Up arrow icon

Checkmark icon


 The Temporal Nature of Agency: Alice in Wonderland


This is the video in part 3 of the lecture. Alice is demonstrating why it is important to consider the temporal nature of agency. Her decisions are all dictated by the information she has available to her *at the time*. If she knew that the key was on the table at the start, she would have grabbed that before drinking the potion, but she didn't. This works the same with our understanding of our own decisions, which are constrained by the information we have available to us at the time we are making them. To understand why these decisions are what they are, we need to consider this broader context too.




 Week 6: Agency
4.2MB Powerpoint 2007 presentation

Hidden from students


 ***Optional Task*** Test your memory
460.6KB Word 2007 document

 Workshop Reading: Healy 2013 "Changing Fate: Agency and the desistance process"
503.9KB PDF document

*****Additional Stuff*****

 [LeBel et al \(2008 The 'Chicken and Egg' of Subjective and Social Factors in Desistance from Crime](#)

 Emibrayer and Mische (1998) "What is Agency?"

 Boeckel al 2008: Social Capital, Resilience and Desistance: The ability to be a risk navigator

◀5: Capital Acquisition

7: Supporting Rehabilitation and Recovery ▶

Jump to...

Week 3: Risk

Lecture Part 1

Take your time to watch all 4 parts of the lecture and make notes. Doesn't matter how long it takes, the important thing is to make sure you get it.



Lecture Part 2



Lecture Part 3



Lecture Part 4



That's the lecture done. Time for a brew?

Optional Task

Test your memory

Have a look at the test your memory task if you like. See how much you remember.



Your client is waiting

Kevin and Amanda are back, and they need your help. Watch this week's video diary and make notes.



Workshop prep

Please look at the workshop reading on learn and look at the Pre-Workshop Task "OASys risk assessment" for your client



Attend workshop

The kettle is on, grab a brew and lets chat!



Optional Task

Reflection of the week

After your workshop, have a think about how this week has gone.



Optional Task Extra Reading

There are loads of extra readings in the learn folder for this week and on the reading list. Why not check it out?



Google the icons and change colours to match in the edit box

Lecture Part 1



Lecture Part 2



Lecture Part 3



Lecture Part 4



Additional tasks



Offer brief description here or link if you have it.

Break reminder



Distance learning is hard. Remind students to take a break

Workshop prep



Please read the workshop reading in the learn folder and prepare to discuss

Attend workshop

Easy wins are useful here



Additional Tasks



Whatever you would like students to complete. Make sure it is quick and easy to find

***Optional Task*
Extra Reading**



Appendix C: “Test Your Memory” Quiz

20SSC210: Rehabilitation and Recovery

Week 3: Risk

Test your memory

1. In the early days of risk assessment, two different terms were conflated with talking about “risk”. What were those terms?
2. Bonta and Andrews (2007) made reference to “three generations of risk assessment”. Name them and what they involve.
3. What are the six risk factors utilised by the Offender Group Reconviction Scale?
4. What is the difference between ‘static’ and ‘dynamic’ risk factors?
5. What are the advantages of utilising dynamic as well as static risk factors in a risk assessment?

6. Before OASys was created by the Home Office in 1999, what risk/need assessment was in place and where did it come from?

7. OASys covers 10 dynamic risk factors, can you name them all?

8. What are some of the problems with using risk/needs assessments?



9. Why is it important to consider motivation alongside static and dynamic risk factors?

Appendix D: Module Noticeboard

Module Noticeboard				
The Module Noticeboard is designed to keep you informed of news related to this module				
Add a new topic				
Posts	Started by	Last post ↓	Replies ✓	
Thank you and goodnight!	C Kay 28 May 2021	C Kay 28 May 2021	0	⋮
Week 12!	C Kay 24 May 2021	C Kay 24 May 2021	0	⋮
Drop in notes in the assessment folder	C Kay 21 May 2021	C Kay 21 May 2021	0	⋮
Assessment Drop ins and module feedback	C Kay 19 May 2021	C Kay 19 May 2021	0	⋮
Week 11 now live, drop in 3pm tomorrow	C Kay 17 May 2021	C Kay 17 May 2021	0	⋮
Assessment support	C Kay 14 May 2021	C Kay 14 May 2021	0	⋮
Week 8 now live and tomorrow drop in 3pm	C Kay 26 Apr 2021	C Kay 26 Apr 2021	0	⋮
Welcome back!	C Kay 23 Apr 2021	C Kay 23 Apr 2021	0	⋮
CW1 Marks Released Today	C Kay 12 Apr 2021	C Kay 12 Apr 2021	0	⋮
Week 7 now live and 3PM drop in Tuesday	C Kay 22 Mar 2021	C Kay 22 Mar 2021	0	⋮
No drop in this week	C Kay 16 Mar 2021	C Kay 16 Mar 2021	0	⋮
Questions from the workshop	C Kay 12 Mar 2021	C Kay 12 Mar 2021	0	⋮
Another couple of quick assessment questions	C Kay 11 Mar 2021	C Kay 11 Mar 2021	0	⋮
Weeks 5 & 6 now live	C Kay 8 Mar 2021	C Kay 8 Mar 2021	0	⋮
Assessment questions	C Kay 4 Mar 2021	C Kay 4 Mar 2021	0	⋮
Week 4 Lecture and client videos now live	C Kay 1 Mar 2021	C Kay 1 Mar 2021	0	⋮
Additional Information	C Kay 25 Feb 2021	C Kay 25 Feb 2021	0	⋮
Module specific marking guidelines and OASys form	C Kay 24 Feb 2021	C Kay 24 Feb 2021	0	⋮
Week 3 now live	C Kay 22 Feb 2021	C Kay 22 Feb 2021	0	⋮
Week 2 Lectures and client videos now live	C Kay 15 Feb 2021	C Kay 15 Feb 2021	0	↑
Use Google Chrome for Kevin and Amanda	C Kay 11 Feb 2021	C Kay 11 Feb 2021	0	⋮
Welcome to Rehabilitation and Recovery	C Kay 8 Feb 2021	C Kay 8 Feb 2021	0	⋮

Appendix E: Student Feedback

 (s) [redacted] 25/05 14:35  2
It was very well structured and organised! I feel like it helped a lot to engage with the module

 (s) [redacted] 25/05 14:35  1
I thought it was really helpful! The checklist was also really good just to keep track

 (s) [redacted]er 25/05 14:35
I've really enjoyed and appreciated all the help you've given because it's help with engaging with online content and was easy to break up such a large amount of info into small bits

 (s) [redacted] 25/05 14:36
I think you made an online module as good as it possibly could be.

 (s) [redacted] 25/05 14:36
Was very useful and easy to understand what we needed to do

 (s) [redacted]r 25/05 14:36
Thank you!

 (s) [redacted] 25/05 14:36
Yeah i think the way in which everything has been organised has made the assessments easier and the whole module has been very interesting

 (s) [redacted] 25/05 14:36
I really liked the splitting of the lectures into lots of videos, it was so helpful and helped me stay zoned in

 (s) [redacted] /05 14:36
it was really useful! structured well and the amount of info you included each well was easily accessible etc.

 (s) [redacted] 25/05 14:56  1
Ahhhhh it was by far the best module! Thanks Chris!

 (s) [redacted] 25/05 14:36
Really enjoyed the online set-up and found the checklist / roadmap of each work really helpful :)

 (s) [redacted] 25/05 14:36
The test your memory bits were very helpful for me

 (s) [redacted] 5 14:37
definitely the best set up i've had in a module!

 (s) [redacted] 5/05 14:37  1
useful to have each lecture and all related in content on its own page. other modules havent always done ths and it can be hard to find information when there is too much to trawl through. 4 parts is also good and makes things easier to engage when there is breaks.

 (s) [redacted]ka 25/05 14:37  1
I think splitting the recordings into 4 made it so much easier for me to focus on the content and take it all in because staring at a screen for 2 hours is shit

 (s) [redacted] /05 14:37  3
I really liked how detailed your reading list was too

Hi Chris

Just following on from your request for comments from the drop in...

There are definitely a lot of positives to take from the delivery of this module. I think the general structure of the module has been really good. Nice to mostly have one main topic introduced each week rather than adding to the same concept over a period of weeks. Much easier to go back and revise or look up information. Having the lectures pre recorded have been one of the most helpful aspects, as this means its very easy to pause or rewind, and can avoid having to frantically scribble down notes or navigate wifi issues and miss something a lecturer says if the session is live. I personally think breaking up the lectures into 4 parts make it much more accessible and engaging. Useful to come to a good stopping point and either pause to do a bit more research or be able to pick up again another time. The first few weeks were a little frustrating to hear mentions of theories / policies / models that you had taught in other modules or last year which I and probably a fair few others had not taken due to not doing straight crim, or having been on placement. But I really appreciate how accommodating and receptive to feedback of this you were when it was mentioned!

Reiterating from the Teams chat, the Learn page has been well organised with everything required for one week in the same place. I haven't used the test your memory bits or the checklists but I can appreciate the amount of time and effort you would have put into making these and even though I personally haven't used them, I think they are good features and having the option was handy.

Overall though, I would like to reiterate what someone else mentioned in the teams chat that you have definitely been the most approachable lecturer of any other module I've taken this year, and certainly among the best across modules from all years of study. You certainly made the most effort to make sure there was ample opportunity for anyone to get in touch and ask questions. I think it is very obvious you have put a lot of time and effort into the structure and delivery of this module, and been passionate about making it enjoyable for us. This has really shown and been a big factor in engagement for what has turned out to be a whole year of online learning. I think this has been among my most enjoyable modules across the three years; for the content, your enthusiasm and support, and being best tailored to online learning by far.

Thank you very much, and good luck with the presentation / submission of this module as an example of best practice (which is definitely is).

Hi Chris,

I just thought I'd give you a quick email to let you know that I've really enjoyed the rehab and recovery module! Even though it's all been online, I've loved the amount of effort you put into it to make it an enjoyable module, with the weekly checklists (this definitely helped my attention span because it's awful lol), splitting the videos into 4 made it easier to complete, and the live interactive seminar and drop-in sessions made it more structured and still allowed for student participation. Having an assessment focused on weekly videos was very interesting and mixed it up from the usual essay format.

I've made sure to fill out the module feedback but thought I would just email you too. Thank you so much for a brilliant module, I've enjoyed every part of it.

Take care,



Module Name: **20SSC210 - Rehabilitation and Recovery**
Lecturer(s): **Chris Kay**

Raters	Students
Responded	26
Invited	73
Response Ratio	35.62%

Module-specific questions

Question	Score Mean
1. The module has helped me to develop my understanding of the subject	4.88
2. The module has challenged me, providing me with opportunities to explore new ideas, perspectives and/or concepts in-depth	4.92
3a. For in-person parts of the module: Where appropriate, I have been provided with opportunities to participate e.g. ask questions, give responses, solve problems, discuss ideas or other activities.	5.00
3b. For online parts of the module: Where appropriate, I have been provided with opportunities to participate e.g. ask questions, give responses, solve problems, discuss ideas or other activities.	4.96
4. The module has been well structured and organised	4.92
5. The assessment requirements for the module were made clear in advance	4.73
6. I found feedback helpful (feedback may be provided in lectures/tutorials/labs, orally, electronically via Learn or email, on marked work)	4.81
7. The learning resources (e.g. on Learn, MS Teams, lecture slides, supplementary materials, etc.) for this module are useful	4.92
8. I have been able to access module-specific resources (e.g. books, journals, equipment, facilities, IT, software, MS Teams, collections) when I needed to	4.73
9. Overall, this module offered me a high-quality learning opportunity	4.85
Overall Score	4.87

Lecturer-specific questions: Chris Kay

Question	Score Mean
10. was good at explaining things and communicated clearly	4.96
11. made the subject interesting	4.96
12. responded to requests for advice and guidance	4.96
Overall Score	4.96

What did you like about this module?

Comments

Chris is an amazing lecturer – every module of his that I have taken has been so interesting and the way he teaches is so engaging. He made me enjoy topics that I would have otherwise not been interested in. The first coursework was quite fun and different to anything I've done before and I actually enjoyed doing it compared to the standard research essay!

I really enjoyed how different each coursework was from each other, having to complete weekly videos from different offenders was very interesting. I also appreciated how much effort Chris put into the module, especially with the weekly checklists and the Padlet which was always updated.

Everything. Chris has definitely been one of the best lecturers over my three years at the University due to the dedication he takes to ensure students understand each aspect of the module and all elements of the coursework. He allows students multiple avenues through padlets and tutorials as well as drop-ins each week to ensure students can ask questions

The delivery of content, the opportunity for discussions and feedback with the tutor during breakout rooms, the depth of feedback on the coursework

it was really interesting and Chris made it even more so. i liked the first piece of coursework as it was something i had never done before and made it more interesting than a usual essay-based piece of coursework

I thought this module was extremely good. It was a new approach that i have not experienced in a module before. Whilst it had lots of theory in it it was in my opinion quite practical in the way that it was all stuff we could use in real life and I like that a lot. The use of Kevin and Amanda made it really interesting and a fun change to just writing essays.

Chris was also absolutely amazing. Not only did he make the module extremely engaging but also was available at all times for questions to do with the work but also as students as well. He was very supportive and I felt like I could go to him if I had any issues at all not just related to the module.

I loved the variety of the module

I loved the practical approach that was taken, it gave a new perspective to academic theory and felt like it was also preparing us more for work beyond university. Chris was also really good with answering questions and making sure we understood what we were doing given that the module is different to previous ones. It was really enjoyable

Application of academic theories in a real life context.

Dr Kay is the best lecturer I have had across my four years at university. He is helpful, down to earth and happy to take time out of his day to support students.

The areas that this module focused on were very fascinating and engaging, especially as they focused on real life experiences. I also can't thank Chris Kay enough for his passion, encouragement and overall kind presence which made the module content much more understandable and enjoyable. It was lovely to have such a great lecturer!

This module was incredibly interesting and at times, very challenging however Chris put in so much effort to make sure everything was broken down and simplified and made easier to understand. The concepts are complicated for the most part, and personally I did ask questions multiple times however Chris would explain it until you got it which is very supportive!

The layout for the module was clear and fitted perfectly with the module assessments. Chris went beyond to ensure everyone felt engaged in the whole module, clearly listening to feedback and requests throughout the semester, for example to set up more drop ins once it got closer to the assessment deadlines. The weekly emails introducing us to each topic every week also felt very encouraging throughout the module, addressing the difficulties of having to learn remotely.

Very well structured, and Chris has a general passion for this and this is reflected in how he teaches this to his students. Thoroughly enjoyed learning about this module and appreciated the work Chris has put into this to make it the best it could be.

Chris Kay is a credit to the university, he is a great lecturer and he truly gives his students the time of day.

I've loved this module, so interesting and very different to any other module. Chris is passionate and inspiring throughout this module which makes it much more enjoyable. I've thoroughly enjoyed this module and I'm so pleased I picked it as one of my final year topics. Thank you Chris for making it more exciting to learn!!

In my opinion, this module embodies the most important and fundamental principles of higher education. This module is beneficial to those who wish to gain future employment in the arena of rehabilitation and recovery; it doesn't just draw upon a variety of rich literature but used an innovative assessment to integrate theory with practice and maintain meaningful engagement. This module is a breath of fresh air from the usual approach taken by many lecturers, Chris has delivered an innovative and academically rich module on rehabilitation and recovery where his own passion for the subject shines through, his commitment has inspired me to put in the work to match. This is the most interesting and student-centered module I've completed during my three years at Loughborough University.

I loved everything about this module, it was so insightful and very interesting. I loved the way he delivers it, it was not overwhelming but so nice and he was really approachable, so I felt comfortable to ask him any questions and not feel silly.

This was my favourite module this semester. Professor Kay was fantastic with the structuring of the module and everyone remained

Across all modules, changes to the method of delivery have been required to enable the University to continue teaching during the pandemic. Please share any comments about the method of delivery that will help inform future design and delivery of the module.

Comments
I loved the format of lectures – several shorter on-demand lectures made it so much easier to engage with the content without being overwhelmed. I especially appreciated this with having a learning disability, where other lecturers may not have taken any difficulties into consideration with online delivery.
Brilliant across the board, fantastic for this module (seminars, breakout rooms, and online lecture content were all very good)
I really liked the way Chris split the lectures up into 4 parts, it made it much easier to digest and get through. He also made them very casual and interesting to listen to which was definitely a nice change to other modules when all we do is sit in front of our laptops at home all day not going out haha.
The delivery method was brilliant, cannot fault Chris and his hard work this year! Thanks :)
COVID-19 has obviously presented many issues to lecture delivery, but in general the steps the University put in place overcame many of the difficulties.
The method of delivery did not feel limiting at all, even though everything was online. Chris held many drop ins for us to ask questions openly, and had a padlet for questions. The on demand lectures were split up into shorter sections so they were engaging.
I think for this module, being online made me feel a lot more comfortable asking questions and made the lectures and seminars much more personal.
The fact that the lectures were recorded made it easier to learn remotely. It was even more helpful that the recordings were split into 4 parts, making it a lot easier to focus on everything being discussed with consistent breaks, accounting for the fact that we essentially have to stare at a screen for 2 hours.
Online was good, there were opportunities to ask questions and it was engaging. Of course, in-person would be better, but this has not been a problem for me
The lectures were split into smaller 30min videos which were pre-recorded. This personally helped me a lot because finding motivation to study during lockdown was hard, so having videos in smaller segments made it feel more manageable. I think the format of the lectures and seminars just shows the level of thought and understanding put in by module leaders. It was refreshing.
I think this method of delivery has worked so well this year. I was able to talk to the lecturer and ask questions if I had any. I also liked the drop-in sessions and the tutorials, they were very useful.
Professor Kay pre-recorded lectures which were uploaded early Monday morning and then a seminar on Friday. This was a fantastic idea because it meant that lectures fit around the schedules of everyone and by the end of the week could actively engage with what was learned and ask relevant questions about the lecture, or coursework. Considering individual circumstances in this pandemic, this was the perfect structure and I think Professor Kay deserves recognition for this excellently delivered module.
For this module I believe dual delivery would have been best so live lectures in person whilst also, recording the lecture for those away from home on Teams to access
It was great.