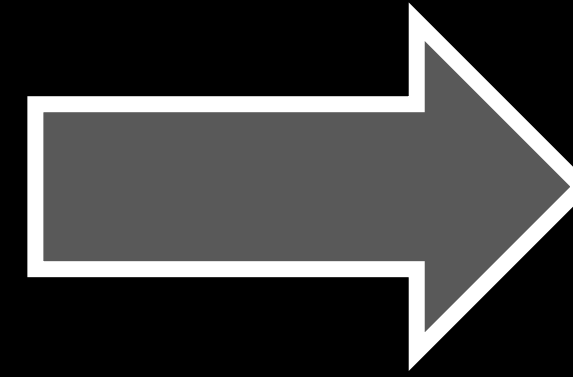


# Student delivery preferences and alternative modes of delivery: A response to declining attendance and engagement

Zachary Russell (Monash University); Narelle Miragliotta (Murdoch University)

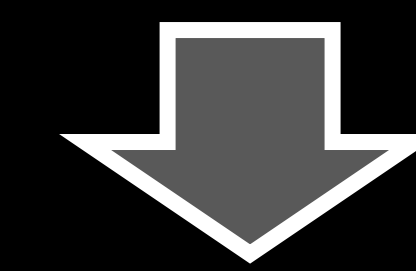
## CONTEXT:

- A response to the concerns of School of Social Science (SoSS) educators about declining student attendance and its implications for student satisfaction, retention, and learning outcomes.
- Beginning in 2022, the SoSS Education Committee received regular reports of dramatic declines in class attendance and educator concerns about the challenges of student engagement in heavily under-attended classes.
- Although declining rates of attendance were observed pre-Covid, the trend has deepened following the return to campus, post-Covid.



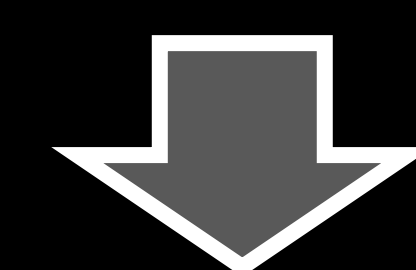
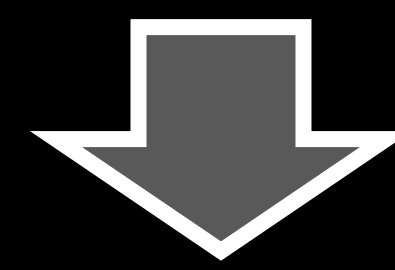
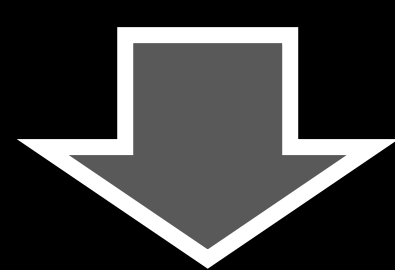
## AIMS, DESIGN & SAMPLE:

- Identify the learning and engagement preferences of Monash SoSS students.
- Use this information to propose a range of alternative models of class contact that vary from the traditional weekly approach.
- Data Collection Period: Semester 2, 2023
- Survey conducted online via Qualtrics
- Surveys advertised to students by SoSS UCs
- Student Sample (n=190): Undergraduate (81%); Postgraduate (16%); Other (3%)



## MAIN FINDINGS: STUDENT ENGAGEMENT PREFERENCES

- The most cited barrier to class attendance were start times outside of the usual 9am-5pm workday, namely 8am or 6pm or later.
- Health challenges and work commitments represented additional major obstacle for regular class attendance.
- Class being online only (i.e. not having an in-person delivery option) also disincentivised student class attendance.
- However, respondents did express positive attitudes towards hybrid classes (in-person with the ability to Zoom into some classes).
- Students indicated a preference for 1.5 hour tutorials, closely followed by 2 hour tutorials and quite distantly by 1 hour tutorials.
- Concerning alternative approaches, popular responses were a mix of online and in-person classes, frontloading classes in the first six weeks with less frequent meetings in the last six weeks, and intensive classes with fewer overall session.



## PROPOSED ALTERNATIVE MODES OF DELIVERY

Staggered:	Modular:	Interval:	Advanced Interval:	Workshop:	Tutorial-Workshop Hybrid:
<ul style="list-style-type: none"> <li>• <u>Design:</u> Tutorials (1.5-2 hours) in Weeks 1 to 6; Drop-In Sessions in Weeks 8, 10, &amp; 12:</li> <li>• <u>Ideal for:</u> Level 2 and 3 students; GPG units with a high proportion of international students.</li> <li>• <u>Benefits:</u> Builds in opportunities for students to keep up with their assessments at the point in the semester when most of the high value assessment tasks are due.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Design:</u> Tutorials (1.5-2 hours) in Weeks 1 to 3, 5 to 7 and 9 to 12; Drop-In Sessions on Weeks 4 &amp; 8.</li> <li>• <u>Ideal for:</u> All year levels and enrolment sizes.</li> <li>• <u>Benefits:</u> Useful for team-taught units; builds in opportunities for students to keep up with content and assessment by providing teaching breaks; class contact remains fairly regular; Encourages educators to think about connections between the themes that the unit is organised around.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Design:</u> Tutorials (1.5-2 hours) in 'odd' weeks; Drop-In Sessions on 'even' weeks (or vice-versa).</li> <li>• <u>Ideal for:</u> Level 2 and above students; large or small enrolment sizes.</li> <li>• <u>Benefits:</u> Reduces pressure on students to attend weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Design:</u> Seven meetings (tutorials) of 3 hours each (Weeks 1-4; 7-9; Drop-In Sessions in non-teaching weeks (1 hour).</li> <li>• <u>Ideal for:</u> Level 3 units (more experienced learners).</li> <li>• <u>Benefits:</u> Gives students two sizable teaching breaks to catch up with assessment; Provides students with some efficiency around attendance (fewer but more intensive) while avoiding the intensity of a more classical intensively taught units.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Design:</u> Standard (1.5-2 hours x 12 weeks) or Interval (3 hours x 7 weeks with 1-hour drop-in</li> <li>• Sessions in non-teaching weeks).</li> <li>• <u>Ideal for:</u> Level 3 and GPG units with enrolments under 120.</li> <li>• <u>Benefits:</u> Keeps the student cohort unified; Ensures a critical mass of students for a successful learning session.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Design:</u> Tutorials (1.5-2 hours) in Weeks 1-8; Workshops (1.5-2 hours) in Weeks 9-12.</li> <li>• <u>Ideal for:</u> Level 2 and above students; large or small enrolment sizes.</li> <li>• <u>Benefits:</u> Ensures critical mass of students at a point in semester when attendance is most likely to wane; increases access to the CE/UC; Enhances the dynamism of the learning environment by changing delivery mode.</li> </ul>