



Blended Learning in Practice

Spring 2022

Table of Contents

<u>EDITORIAL</u>	<u>3</u>
<u>CONTRIBUTOR PROFILES</u>	<u>5</u>
<u>THE RELEVANCE OF CRAFTS TO OCCUPATIONAL THERAPY AND THE USE OF CRAFT- BASED ACTIVITIES WITHIN AN OCCUPATIONAL THERAPY DEGREE APPRENTICESHIP TO OVERCOME THRESHOLD CONCEPTS</u>	<u>7</u>
<u>EXPERIENTIAL LEARNING ON UNDERGRADUATE CRIMINOLOGY DEGREE PROGRAMMES: ‘SKILLING UP’ STUDENTS AND INCREASING EMPLOYABILITY.....</u>	<u>20</u>
<u>HOW ONLINE LEARNING, DURING COVID-19, HAS AFFECTED COMPASSION IN TEACHING AND SUBSEQUENTLY IMPACTED STUDENT SATISFACTION</u>	<u>31</u>
<u>WHY DO STUDENTS FROM EAST ASIA FIND COMMUNICATION ON CLINICAL PLACEMENT IN THE UK MORE DIFFICULT THAN HOME STUDENTS?</u>	<u>48</u>
<u>STRATEGIES TO DEVELOP EFFECTIVE PRE-LECTURE PREPARATION IN TECHNICAL VOCABULARY FOR POSTGRADUATE INTERNATIONAL BUSINESS STUDENTS.....</u>	<u>60</u>

Welcome to the Spring 2022 edition of our e-journal Blended Learning in Practice. In this edition we have five research articles from participants on the Post Graduate Certificate in Learning and Teaching in Higher Education (PGCertHE) programme at the University of Hertfordshire.

In this edition:

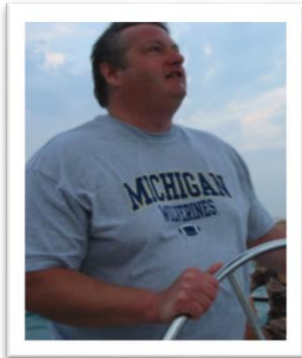
Sarah Lewis explores the connections between crafts in occupational therapy and how they can be used in teaching on the new Occupational Therapy Degree Apprenticeship Programme. Sarah discusses how use of craft-based activity within teaching has supported the students' engagement and learning. In a wider context the article works towards embedding the importance of both engaging in and interacting with crafts in the development of our future workforce and its validity in enhancing the teaching and learning experience.

Nicola Coleman discusses differing approaches to teaching Criminology. She has carried out a literature review that explores how experiential learning manifests in various disciplines and discusses how it can be applied in Criminology programmes. Nicola discusses the feasibility of incorporating similar experiential learning opportunities in the Criminology programme at the University of Hertfordshire.

Lucy Mackintosh explores the importance of compassion in teaching for student success. Her article looks at how an increased use of online teaching (due to a pandemic) has negatively affected compassionate teaching and how that relates to student satisfaction. Her study that shows significant correlation between hours of face-to-face teaching and compassionate scores, as well as compassionate and enjoyment scores. The article also discusses ways of implementing the compassionate components in an online environment to increase student satisfaction.

Kirsty Millar investigates the experience of international students on clinical placements. Through conducting a literature search, various issues and challenges that students' face during the course are considered. Emphasis is placed on the learning styles of healthcare students, students studying in second languages and the culture and communication differences in the United Kingdom in both the university and placement settings.

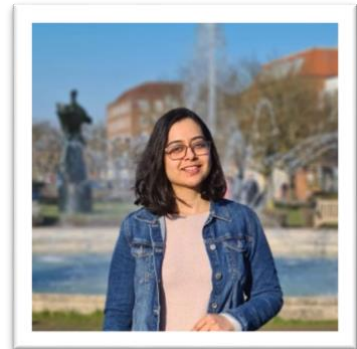
Shane McCalister has researched strategies to develop effective pre-lecture preparation in technical vocabulary for postgraduate international students. In light of this research Shane makes recommendations about how international and second language learners can be better motivated and inspired to engage with pre-class materials.



Dominic Bygate

Editor

d.bygate@herts.ac.uk



Amanpreet Kaur

Sub Editor

a.kaur4@herts.ac.uk

Contributor Profiles

Sarah Lewis

s.lewis7@herts.ac.uk



Sarah is a senior lecturer on the Occupational Therapy Degree Apprenticeship at the University of Hertfordshire. She graduated with a MSc in Health Through Occupation from the University of Brighton in 2009. Prior to this she completed a BA in Three Dimensional Crafts also from the University of Brighton and worked as a manager for a London based charity developing and making multi-sensory story books for people with severe or profound and multiple learning disabilities. As an Occupational Therapist Sarah has worked for both the private sector and within the NHS and her clinical specialism is adult mental health. She has experience within forensic, inpatient, rehabilitation and community mental health services. She has also worked in a dual role as a care coordinator, established the Occupational Therapy role within an offending behaviour learning disability service and provided Occupational Therapy consultancy and assessments for private providers and clients as a self-employed Occupational Therapist. Sarah has a passion for crafts and her MSc research explored the experience of knitting as a traditional craft. She hopes to continue to research the benefits of crafts and their use within teaching and Occupational Therapy.

Nicola Coleman

n.coleman3@herts.ac.uk

Nicola Coleman is a Lecturer in Criminology at the University of Hertfordshire – where she has taught since September 2019. She completed her PhD in Criminology at the School of Law, Middlesex University, in July 2021. Nicola's PhD research involved focus groups with young people who have offended, to explore their understandings of the concept of 'family' and how this translates into youth justice policy. Her current interests remain within the field of youth crime and in empowering young people's voices through participatory action research.



Lucy Mackintosh

l.mackintosh@herts.ac.uk



Lucy Mackintosh is a research assistant at the University, working within the Human Methods Research Unit. Lucy is an alumna of the university having achieved both her undergraduate and master's degree within the psychology department. Having finished her MSc in clinical psychology research methods in 2019, Lucy became a visiting lecturer within the psychology department, taking on the role of academic tutor. Having just been a student herself, Lucy enjoyed working with students to help them transition into university, focussing on assessment preparation. This experience motivated Lucy to complete the PGCert in learning and teaching in higher education, with her research focussing on the use of compassion in teaching during the pandemic.

Kirsty Millar

k.millar2@herts.ac.uk

Kirsty Millar is a Senior Lecturer on the BSc (Hons) Physiotherapy programme. Kirsty joined the University of Hertfordshire in 2019 after working within the NHS. After graduating from the University of Brighton, Kirsty specialised in cardio-respiratory physiotherapy in particular patients following cardiothoracic surgery and those requiring specialist intensive care treatment (ECMO). Her MSc was from Sheffield Hallam University in Advancing Physiotherapy (Respiratory).



Shane McCalister

s.mccalister@herts.ac.uk



Shane McCalister is a Senior Lecturer in the School of Physics, Engineering and Computer Sciences which he joined in July 2020. A Chartered Mechanical Engineer, Shane enjoyed a 35-year career in manufacturing, mostly in the USA with Ford Motor Company where he reached the level of Plant Manager. He is a keen advocate for Lean Manufacturing Methodology which he attributes as being the key factor in helping him to save several major facilities from closure by using Lean Tools to dramatically improve performance. Shane now thoroughly enjoys teaching Lean and Leadership.

The relevance of crafts to Occupational Therapy and the use of craft-based activities within an Occupational Therapy Degree Apprenticeship to overcome threshold concepts

Sarah Lewis

s.lewis7@herts.ac.uk

Abstract

This study aims to explore the connections between crafts in occupational therapy and explore how they can be used in teaching on the new Occupational Therapy Degree Apprenticeship. There are historical connections between crafts and the profession and research has explored how occupational therapists have attempted to justify their use within therapy. There is untapped potential for occupational therapy in what is acknowledged by researchers to be a genuine and historical set of connections between crafts and best and innovative practice in teaching and learning.

Feedback from occupational therapy apprentices highlights how the use of craft-based activity within teaching has supported their engagement and learning. Feedback on teaching a threshold concept using craft-based activity explored how engaged they felt during these sessions. Apprentices were also asked to rate the relevance and impact to their learning in addition to their level of confidence in using craft-based activities within their workplace.

Data collected in this qualitative study demonstrates the value of using a craft-based activity within teaching and how this has enabled apprentices to experience the therapeutic impact to support their learning and how this can be transferred to be used in clinical settings. It supports the relevance of craft-based activities within current teaching of occupational therapy that reflects the role of crafts in the development of the profession. This study works towards embedding the importance of both engaging in and interacting with crafts in the development of our future workforce and its validity in enhancing the teaching and learning experience.

Introduction

The purpose of this paper is to gain an understanding of the relevance of crafts to the development of the occupational therapy profession and the significance of this to the current curriculum. To understand the presence of crafts within the profession it is essential to explore the early development of the profession and the role of crafts within this. Following this, the presence of threshold topics within the occupational therapy curriculum will be explored; and with feedback on using a craft-based activity within teaching, discover if crafts are still relevant to the education of the occupational therapists of the future.

Crafts from the birth of occupational therapy

Many of the key founders of occupational therapy from the US, Canada and UK had a background within applied arts. Their work focused on the therapeutic benefits of meaningful occupation and the use of craft-based activities in the treatment of those with both physical and mental illnesses. One significant influence on the appreciation for material and the process of making was the arts and crafts movement. The process and experience of creation to the maker, and importance of material and recognition of the objects created were central to the movement (Triggs, 2012). This is reflected by occupational therapists during this time and their use of crafts as a treatment modality.

Manual training, as used within general education in the early 20th century, was applied to support the rehabilitation of returning soldiers returning from World War I (1914-18). Value was placed on teaching the skills gained to support a re-integration into society. The use of crafts was also present as treatment modality for mental illness. The role of occupational therapy within asylums and sanatoriums was both viewed as providing distraction and having a curative effect with the use of crafts central to patient engagement (Leenerts et al., 2016).

The development of the first training requirements in 1924 stated that training was to be a minimum of 12 months in duration (American Occupational Therapy Association, 1924, cited in Taff et al., 2020:36). This included theoretical and practical work and no less than three months hospital clinical practice. In addition to requirements reflected a in modern, early twentieth-century curriculum such as anatomy, orthopaedics, psychology and sociology, the syllabus also included training in a range of crafts such as woodworking, basketry, weaving, drawing and applied design (Taff, 2020). Crafts can be viewed as the earliest occupation used by occupational therapists as a therapeutic tool for its curative effect and to improve function (Harris, 2008). Subsequent curriculum reviews throughout the first half of the century consistently included training in applied arts and crafts, supported by the establishment of associations of occupational therapists (Wilcock, 2002).

The traumatic events of the first half of the century had a profound impact on the direction and development of the profession (Hocking, 2007). The need for the rehabilitation of returning wounded soldiers during and following World War II (1939-45) relied on the input from occupational therapists. With the medical advances of this time and shift in understanding the role of occupational therapy, the use of crafts was considered the 'primary means of achieving therapeutic goals and to restore function' and offer diversion or provide vocational rehabilitation (Hocking, 2007:284). Whilst engaging patients in this process occupational therapists were guided by their knowledge of the biomechanical and cognitive demands of the crafts used and 'their sedative or stimulating nature, and emotional, behavioural, and psychodynamic potential; and, additionally, the meanings that handcrafted objects held for different patients' (Hocking, 2007:290). The relevance and centrality of these benefits remain evident in many theoretical models used within current,

influential occupational therapy such as The Model of Human Occupation (MOHO) (Kielhofner, 2008) and the Vona du Toit Model of Creative Ability (VdTMoCA) (Van de Reyden et al., 2019).

Hence, the needs of the twentieth-century have informed the evolution of occupational therapy. Indeed, as Taff (2020) observed, the occupational therapy curriculum has been consistently shaped by ‘a multi-layered blend of professional legitimacy, social issues, scientific advances, and political ideologies’ (Taff, 2020:10). To align the profession to the medical model in the middle of twentieth century the use of crafts as a therapeutic tool diminished (Reed et al., 2013). Harris (2008) attributes the need for occupational therapists to validate their practices within the context of health care professionals as a main driver for this shift with the need for quantitative data and tangible evidence of its effectiveness. Anderson and Reed (2017) also identified the end of the arts and crafts movement alongside the focus on the medical model as a reason for a shift within occupational therapy from a paradigm of occupation to reductionism.

As an ever developing and transformative profession occupational therapy has shown the ability to adapt to reflect changes within society, knowledge, and practice. The importance of acknowledging its early influences such as the arts and crafts movement and value of crafts as a therapeutic modality remains as important as ever. Youngson (2018: 384) states that as occupational therapists we must ‘declare our heritage and philosophy in the value of doing’ in a time that recognises the value and therapeutic value of crafts. For Youngson (2018) craftivism, the combination of crafts and activism, can be used by occupational therapists to highlight occupational challenges and bring about social transformation in the use of crafts and by doing this promote the value of the profession and occupation. Leenerts et al. (2016) acknowledge the impact of social media on raising the profile of crafts as a meaningful activity and Youngson (2018) proposes that this is the time for occupational therapists to reconsider the use of crafts as an intervention. In addition, those who engage in craft-based occupations in this process will also experience the benefits to their own health and well-being, thus mirroring the views of the founders of the profession.

Creativity within teaching has shown to support engagement in the learning process. The case study provided by Richardson (2020) highlights the validity of undergraduate history students producing a creative piece of work to demonstrate their portrayal of a primary source as an example of authentic and inclusive assessment that told a story. Benefits identified by these students were that they were ‘doing’ rather than learning; and ‘becoming’ historians rather than just understanding the past. This sense of immersion in creative activity, to understand and experience benefits, mirrors the belief of Wilcock (1998) with her expression of doing, being, becoming and belonging as the main constructs of occupational science. This relates to the ability to use the process and experience of doing an activity to truly understand it. Dewey (2018) highlights the importance of learning through doing and the benefits of this within a social context. Resonating these core beliefs,

the use of applied arts and crafts within teaching is justified in supporting the understanding of occupational therapy theory. Hence, the development of the profession has been moulded by the various paradigmatic shifts, each offering a unique perspective and approach that are evident within current theoretical models and professional practice (Duncan, 2021).

Threshold concepts within the occupational therapy curriculum

Leenerts et al. (2016) proposed that engaging in crafts allows the individual to develop skills that can be transferred to other occupations within the key areas of self-care, leisure and productivity such as problem solving, manual dexterity, coordination and concentration. Within the current curriculum these are taught as the theoretical foundations of practice and are frequently identified in feedback as challenging to understand and master. This represents the presence of a threshold concept; an aspect of learning that is considered troublesome and challenging to grasp and apply (Baillie et al., 2013). Furthermore, Perkins (2008) emphasised that learning based on threshold concepts enables the learner to think with the knowledge in question and this knowledge becomes richer and more meaningful which subsequently contributes to their engagement in the learning process.

The expectation for work ready graduates is emphasised by Oliver (2015) as the responsibility of higher education providers and is central to the apprenticeship curriculum which utilises the workplace as a learning platform throughout training and the transition to being a qualified occupational therapist. Research supports the role of a degree apprenticeship in preparing a graduate with the academic knowledge and explicitly develops professional competence required to be work ready and employable (Rowe et al., 2016).

Useful research by Nicola-Richmond et al. (2016) explores the presence of threshold concepts within the Australian occupational therapy curriculum and using the Delphi technique identified ten key threshold concepts. These concepts are identified as being the most 'troublesome' knowledge to be gained within the curriculum (Meyer & Land, 2006) however, it is important to note that some key concepts will not be gained until qualified and working within the profession (Nicola-Richmond et al., 2018). Their research identified the ten concepts as: understanding and applying the models and theories of occupational therapy; evidence-based practice; clinical reasoning; discipline specific skills and knowledge; practising in context; a client centred approach; occupation; the occupational therapist role; reflective practice and a holistic approach (Nicola-Richmond et al., 2016). All those identified bear equal value and importance to the process of gaining implicit knowledge and interpreting and integrating this.

In contrast Fortune and Kennedy-Jones (2014) view the relationship between occupation and health as the only threshold concept relating to the profession of occupational therapy and although minimalist in comparison this is the only concept that is specific to the

profession. They do acknowledge the importance of further, sub-threshold concepts that are relevant to occupational therapy however state that these are also significant within other health care professions.

The threshold concepts of understanding and applying the models and theories of occupational therapy and discipline specific skills and knowledge identified by Nicola-Richmond et al. (2016) are considered most pertinent to this paper. Research conducted by Nicola-Richmond et al., (2019) showed that participants were statistically less confident within this concept compared to the others.

Methodology

Pope and Mays (2020) support the use of qualitative research within healthcare to understand people's views and opinions. Using an interpretative phenomenological approach enables a deeper understanding of the experience and acknowledges the perceptions, assumptions and potential biases held by the researcher (Urcia, 2021). Furthermore, Urcia (2021) highlights that a constructivist approach values the researchers own past experiences of the phenomenon being investigated whilst Pope and Mays (2020) support the views that qualitative research that attempts to understand meaning and significance is aligned with the interpretivist paradigm.

An occupational therapist uses activity as the therapeutic medium in which to promote positive change in function (Creek & Bullock, 2008). To understand the activity and adapt this to meet the needs of the individual within the therapy process it is fundamental to understand its performance demands, what skills are required to engage and how this aligns to the individual's interests, level of motivation and abilities (Creek & Bullock, 2018). This concept of activity analysis was the focus of the session in which the data for this study was collected.

To support the exploration of crafts and their relevance to overcoming threshold concepts data was collected using an online questionnaire with the current level 4 cohort on the Occupational Therapy Degree Apprenticeship. These apprentices had recently engaged in a craft-based activity to learn about activity analysis, within the Occupational Foundations for Person Centred Care module. Within the classroom-based session they were provided with a newspaper, several sheets of cardboard and a roll of tape and were asked to construct a tower with these materials. To add an element of fun they were asked to make their tower as tall as possible. Whilst engaging in this activity apprentices were encouraged to reflect on how they understood each element of the activity and to identify which components were important to completing this within their group. Prompts were provided to support their reflection such as communication, interpersonal and intrapersonal skills, and the impact of the environment. According to Hagedorn (2000) the analysis of occupations is a unique and fundamental skill within occupational therapy and specific to the development of

understanding occupational therapy theory and knowledge and discipline specific skills and knowledge which are identified by Nicola-Richmond et al. (2016) as threshold concepts.

Ethical considerations were met by following the University of Hertfordshire protocol for reflective practitioner work by academic staff (University of Hertfordshire, 2021). Thirty level 4 apprentices were invited to anonymously complete the questionnaire. Following the guidance of the protocol participants were informed that their responses would be used to contribute to improving their own and future cohorts learning experience. They were reminded of the benefits of reflecting on their own learning and informed that they could withdraw their responses at any time. As highlighted by Pope and Mays (2020) consideration was given to the role of the researcher and the potential impact this may have on both participation and responses provided.

Questions were formulated to ascertain the level of engagement in the craft-based activity and how the apprentices experienced this in relation to developing their understanding of the occupational therapy theory (Table 1.). Within this session the focus was on activity analysis which is considered to be a fundamental skill required within occupational therapy (Creek & Bullock, 2008).

Table 1. Questions asked to gather feedback and the format of response

Question	Format of response
How did you find the experience of building a tower using mixed materials to support your learning?	Open text
Please describe how doing this activity supported your understanding of activity analysis	Open text
Rate your level of engagement in the creative activity	Scale of 1 -5
Please add any comments on why you have put this rating	Open text
Did it support your understanding of any other aspects of the OT process or theory? If so please explain how.	Open text
Would you like creative activities to be included in future sessions to support your learning?	Yes/No/Maybe
If so which creative activities would you suggest?	Open text
How confident would you feel using creative activities in a clinical setting?	Somewhat confident/ Neutral/ Extremely confident

Please add any comments on your choice	Open text
Please add any suggestions on how teaching can support your confidence in the use of creative activities and crafts in a clinical setting.	Open text

Feedback on the findings and the implications of these to the development of the curriculum will be promptly given to those who completed the questionnaire. Findings and recommendations will be shared with the occupational therapy teaching team and the wider Health and Social Care department to explore how they may contribute towards the development of teaching across other disciplines.

Findings and Discussions

Data has been analysed using a thematic approach. This is a process in which participants' responses were gathered and compared to classify the most common themes. Quotes from the responses are provided to add depth and support the emerging theme. This is suggested to be the most common approach for analysing qualitative research within health research projects (Green and Thorogood, 2014). The emerging themes from the analysis of the questionnaire responses were understanding and retention, theoretical understanding and clinical relevance and future learning.

Understanding and retention

The findings of the questionnaire demonstrate that engaging in a creative process during teaching enabled apprentices to understand the process of breaking down elements of that activity, thus achieving the session outcomes of understanding the analysis of an activity. This was reflected in several responses. On a scale of 1 to 5, four of the participants rated their level of engagement as a 5. Engaging in a practical activity supported the retention of information relating to activity analysis and in the open text of the questionnaire one participant described it as making the 'learning experience unforgettable'. Another supported this by stating that by 'doing the activity' enabled them to remember better and another described practical exercises as helpful to their ability to learn. This reflects the views of Wilcock (1998) and the ability to use the process and experience of doing an activity to truly understand it.

The exploration of learning styles and preferences by Hernandez et al. (2020) highlights the relevance of the VARK model (Fleming, 2005) in education which represents the four main learning styles visual (V), auditory (A), read and write (R) and kinaesthetic (K). By understanding different learning styles teaching can be tailored to meet individual needs. An activity such as building a tower would appeal to several of these learning styles, the most prominent being kinaesthetic. Within the study learners reinforce their understanding of anatomical structures by creating crochet and clay models in addition to sketching, stick

figures and painting directly onto the body (Hernandez et al., 2020). This echoes feedback from the apprentices who found that engaging in a physical and craft-based activity promoted understanding and supported the retention of fundamental knowledge.

More specifically, responses reflected the value and effectiveness of engaging in a craft-based activity to understand activity analysis. Interestingly the group work aspect of the task helped one participant 'to understand how the different parts of an activity analysis link together'. Further exploration into the positive impact of engaging in group-based craft activities would be relevant for future research. Other responses reflected on the activity as taking them through the process, encouraging them to consider the steps used and skills required to complete the activity which is a fundamental aspect of activity analysis as identified by Creek & Bullock (2018). One participant found that the craft-based activity helped to demonstrate skills required in the analysis such as communication. Furthermore, another response acknowledged the presence and recognition of tacit knowledge stating 'it encourages me to recall each step of actions and learn to use the OT lens'. This demonstrates a shift in thinking and indication of a breakthrough of knowledge and understanding of what has been identified as a threshold concept.

Theoretical understanding and clinical relevance

One participant explained that 'group activities that require a practical element are helpful to support with application of theory'. This pinpoints the specific threshold concepts identified by Nicola-Richmond et al., (2016). Perkins (2008) highlighted the relevance of teaching based on threshold concepts that encourages learners to think with the knowledge in question and by engaging in the activity apprentices are therefore able to apply their experience to develop their knowledge and understanding. Two participants referred to the activity supporting their understanding of theoretical models, gaining an awareness of the types of activities that could be used within the framework of these and relate this to functional assessments within their clinical practice. Finally, several responses revealed that participants had improved their confidence in being able to use creative activities within a clinical setting and how effective these are in supporting patient engagement. It was acknowledged that these can be graded to meet the needs of the individual, for which the knowledge and application of activity analysis is fundamental as highlighted by Creek and Bullock (2018).

Future learning

Five of the seven participants responded 'yes' to using craft-based activities in future sessions to support learning and made several suggestions of suitable activities. This included papier-mâché, card making and organising group activities based on the group members interests. One suggestion was to engage in the activity then discuss and analyse the activity as a group. This further relates to the benefits of groups within learning. Providing further justification for using craft-based activities, one participant suggested

teaching to include the use of creative intervention within the session and for teaching staff to reflect and explore how to motivate and engage people within these activities based on their own experience. This echoes the views of Perkins (2008), supporting skill development within the craft activity itself and reflects the importance of sharing tacit knowledge with the apprentices to develop their understanding of threshold concept.

Conclusion and Recommendations

The findings support the use of craft-based activities within teaching specific threshold topics and encourages the adaptation of the curriculum to enable apprentices to gain the tacit knowledge and understanding to transition and transform into competent and work-ready qualified occupational therapists. In addition, feedback provided by the current cohort indicates that the experience of participating in the craft-based activity encourages the development of skill and confidence to use similar activities as a therapeutic medium within clinical settings. The findings demonstrate that the use of craft-based activity was a valuable and valid method to support the understanding of an activity analysis. Further consideration of teaching methods that reflect this approach would be beneficial in ensuring that teaching and learning activities intentionally support the acquisition of threshold topics.

Limitations of the study include the small sample size of apprentices used to gather data. Of the 30 apprentices invited to complete the questionnaire only seven responded. Therefore, these findings can be viewed as indicative and suggests a larger scale survey would provide richer data to generate more definitive findings. Using a range of craft-based activities over a specified period prior to completing the questionnaire would add to the richness of data collected. Focussing on one specific craft activity may provide a deeper understanding of the experience and support the choice of activity when planning and facilitating teaching and learning. In addition, the impact of the role of the researcher may be significant to apprentice participation and further research should be conducted on a cohort different to the one being taught.

To embed crafts within the curriculum of the occupational therapy degree apprenticeship it is recommended to incorporate their use within asynchronous and synchronous teaching and continue to evaluate the impact this has on the learning experience. Further feedback and analysis on how this can be used within clinical practice, for example when on placement, is recommended. Ongoing feedback from occupational therapy apprentices should encourage reflection on their understanding of threshold concepts to identify what may support this and how the use of craft-based activities can be applied.

This paper aims to provide a foundation and stimulus for future research on the beneficial impact of crafts-based activity within teaching and the wider effect on health and wellbeing. Consideration should be given to alternative methods of gathering data on the experience of engaging in crafts and the physiological impact. This may include using blood pressure monitoring before and after engagement. Any subsequent research will contribute towards

the growing evidence base to support the use of crafts within both occupational therapy education and professional practice and will highlight its benefits to all health professionals.

References

American Occupational Therapy Association (1924) 'Minimum standards for courses of training in occupational therapy'. *Archives of Occupational Therapy*. 3(4), pp. 295-298. Cited in Taff, S.D., Grajo, L.C., Hooper, B.R. (2020) (Eds.). *Perspectives in occupational therapy education: past, present and future*. Thorofare: Slack Incorporated. pp.36.

Anderson, L. & Reed, K. (2017) *The history of occupational therapy: the first century*. Thorofare: Slack Inc.

Baillie, C., Bowden, J. A., & Meyer, J. H. F. (2013) 'Threshold capabilities: threshold concepts and knowledge capability linked through variation theory'. *Higher Education*. 65(2) pp. 227–246.

Creek, J. & Bullock, A. (2008) 'Planning and implementation' in: Creek, J L Lougher. (eds). *Occupational therapy and mental health* 4th Edn. Edinburgh: Churchill Livingstone, Elsevier. pp. 109-131. Dewey, D. (2018) *Moral principles in education and my pedagogic creed by John Dewey: With a critical introduction by Patricia H. Hinchey*. Myers Education Press,

Bloomfield. Duncan, E. A. (2021) *Foundations for practice in occupational therapy*.

Edinburgh: Elsevier.

Fleming, N. (2005) *Teaching and learning preferences: VARK strategies*. Honolulu: Honolulu Community College.

Fortune, T. and Kennedy-Jones, M. (2014) 'Occupation and its relationship with health and wellbeing: The threshold concept for occupational therapy'. *Australian Occupational Therapy Journal*. 61(5) pp. 293–298.

Green, J. M. & Thorogood, N. (2014) *Qualitative methods for health research*. Los Angeles: Sage.

Harris, E. (2008) The meanings of craft to an occupational therapist. *Australian Occupational Therapy Journal*. 55 pp. 133–142.

Hagedorn, R. (2000) *Tools for practice in occupational therapy*. Edinburgh: Churchill Livingstone.

Hernandez, J.E., Vasan, N., Huff, S., Melovitz-Hasan, C. (2020) 'Learning styles/preferences among medical students: kinesthetic learner's multimodal approach to learning anatomy'. *Medical Science Educator*. 30 pp. 1633-1638.

Hocking, C. (2007) 'Early perspectives of patients, practice and the profession'. *The British Journal of Occupational Therapy*. 70(7) pp. 284-291.

Kielhofner, G. (2008) *MODEL OF HUMAN OCCUPATION: Theory and Application*. Fourth Edition. Philadelphia: Lippincott, Williams and Wilkins.

Land, R., Meyer, J.H.F., Smith, J. (2008) (eds). *Threshold concepts within the disciplines. Educational Futures: Rethinking Theory and Practice*. Leiden: The Netherlands, Brill.

Leenerts, E., Evetts, C., & Miller, E. (2016) 'Reclaiming and proclaiming the use of crafts in occupational therapy' *The Open Journal of Occupational Therapy*. 4(4).

Meyer, J, H, F. & Land, R. (2006) *Overcoming barriers to student understanding: Threshold concepts and troublesome knowledge*. Oxon: Routledge.

Nicola-Richmond, K., Pépin, G., and Larkin, H. (2016) 'The transformation from student to occupational therapist: Using the Delphi technique to identify the threshold concepts of occupational therapy'. *Australian Occupational Therapy Journal*, 63(2) pp. 95–104.

Nicola-Richmond, K., Pépin, G., & Larkin, H. (2018). 'Once You Get the Threshold Concepts the World Is Changed Forever': The Exploration of Threshold Concepts to Promote Work-ready

Occupational Therapy Graduates'. *International Journal of Practice-Based Learning in Health and Social Care*, 6(1) pp. 1-17.

Nicola-Richmond, K., Pépin, G., Larkin, H. and Mohebbi, M. (2019) 'Threshold concept acquisition in occupational therapy: A mixed methods study of students and clinicians'. *Australian Occupational Therapy Journal*. 66 pp. 568-580.

Oliver, B. (2015) 'Redefining graduate employability and work-integrated learning: Proposals for effective higher education in disrupted economies' *Journal of Teaching and Learning for Graduate Employability*. 6(1) pp. 56–65.

Perkins, D. (2008) 'Beyond understanding'. In Land, R., Meyer, J,H,F. & Smith, J. (eds.) *Threshold concepts within the disciplines. Educational Futures: Rethinking Theory and Practice*. Leiden: The Netherlands: Brill. pp. 3-20.

Pope, C, & Mays, N. (2020) *Qualitative Research in Health Care*. Newark: John Wiley & Sons, Incorporated.

Reed, K., Hocking, C., & Smythe, L. (2013) The meaning of occupation: historical and contemporary connections between health and occupation. *New Zealand Journal of Occupational Therapy*. 60(1) pp. 38-44.

Reilly, M. (1962) The Eleanor Clarke Slagle Lecture: Occupational therapy can be one of the great ideas of 20th century medicine. *American Journal of Occupational Therapy*. 16 pp. 1–9.

Richardson, S. (2020) History. In: S. Marshall. *A handbook for teaching and learning in higher education: enhancing academic practice*. 5th Ed. Oxon: Routledge. pp. 319-330.

Rowe, L, Perrin, D. &Wall, T. (2016) 'The chartered manager degree apprenticeship: trials and tribulations'. *Higher education, skills and work-based learning*. 6(4) pp. 357-369.

Taff, S, D. (2020) Educational philosophies influencing the development of early occupational therapy curricula. In S.D. Taff, L.C. Grajo, B. R. Hooper (Eds.). *Perspectives in occupational therapy education: past, present and future*. Thorofare: Slack Incorporated. pp 3-11.

Triggs, O, L. (2012) *The arts & crafts movement*. Parkstone International, New York.

University of Hertfordshire (2021) *University policies and regulations and advice for students. Studies involving the use of human participants – protocol for reflective practitioner work by academic staff*. Version 12.0.

Urcia, A, I. (2021) 'Comparisons of adaptations in grounded theory and phenomenology: selecting the specific qualitative research methodology'. *International Journal of Qualitative*

Van der Reyden, D., Casteleijn, D., Sherwood, W. & de Witt, P. (2019) THE VONA DU TOIT MODEL OF CREATIVE ABILITY: ORIGINS, CONSTRUCTS, PRINCIPLES AND APPLICATION IN OCCUPATIONAL THERAPY. Pretoria: The Marie and Vona du Toit Foundation.

Wilcock, A, A. (1998) *An occupational perspective of health*. Thorofare: Slack Incorporated.

Wilcock, A, A. (2002) *Occupation for health volume 2: a journey from prescription to self health*. London: British College of Occupational Therapists.

Experiential learning on undergraduate Criminology degree programmes: 'skilling up' students and increasing employability

Nicola Coleman

n.coleman3@herts.ac.uk

Abstract

Traditionally, Criminology has been taught at higher education as a theoretical discipline, rather than being applied. However, Criminology programmes are increasingly seeking to place more emphasis on experiential learning opportunities (ELOs), in order to 'skill up' students. This approach seeks to improve specific work-place skills and to improve employability rates for graduates but is also in response to research which reports that students often choose to study Criminology because they are interested in a career in the Criminal Justice field. This critical literature review explores the theoretical basis for experiential learning, how it has been implemented in other disciplines, and reviews how Criminology programmes apply experiential learning pedagogy. A reflection is then provided on the current Criminology programme at the University of Hertfordshire and how feasible it would be to embed similar experiential learning opportunities (ELOs) within the undergraduate degree.

Introduction

Potential careers within the Criminal Justice field, may include working for: the police, the courts, the probation service, the prison estate, the youth justice system, non-profit organizations, and charities (Prospects, 2020). However, it has been argued that typically, undergraduate Criminology degree programmes "do not generally integrate experiential learning" (Bramford & Eason, 2021: 319), despite other disciplines placing a strong emphasis on this, namely degrees such as Nursing, Teaching and Engineering. Kolb (2014) argues that this may be the case because historically and more generally within higher education, there has been more of a focus on what students learn rather than how they learn. Furthermore, Hamilton (2013) argues that Criminology degree programmes differ from other professional disciplines as the curriculum is not determined by professional bodies or accreditation boards. Therefore, this leaves the programmes open to lecturers to determine what content is covered and how it is delivered. Over the years, there has been a significant increase in the number of Criminology degrees on offer across the UK. As such, Universities are considering ways to make their own Criminology degree 'stand out' from the rest, offering unique or interesting elements to their course. One such approach, is to increase the amount of experiential learning opportunities (ELOs) that are available as part of the degree, to provide students with multiple opportunities to learn from both a theoretical and practical aspect.

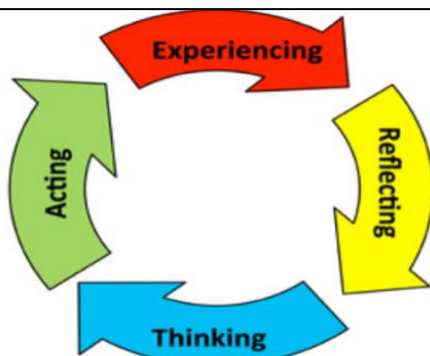
Research undertaken by Bartels et al (2015) reviewed undergraduate Criminology degree programmes across Australia, to better understand the similarities and differences in course content offered. The main purpose of this research was as a preliminary step “towards a broader discussion about how our Criminal Justice education should look” (Bartels et al, 2015: 144). As such, the authors recommended that further research is needed to consider why students enrol on such programmes and what careers these students expect to have after graduating with a Criminology degree. Much of the research that has been conducted in the US, demonstrates a range of motivations for studying Criminology.

Quantitative research conducted by Ridener et al (2020) in the US found that out of twenty possible factors considered influential in the student’s decision to choose Criminal Justice as their major, the five most important were: “Interest in the subject, potential job opportunities, subject matter was relevant to real world, aptitude (skill) in the subject, and potential for career advancement” (Ridener et al, 2020: 11). Qualitative research conducted by Trebilcock and Griffiths (2021) in the UK found that students chose to study Criminology as a way of building on existing interests (love of crime media), to further understanding of the ‘self’ (based on experiences/exposures to crime) or wanting to secure ‘justice’ and to help others (a desire to work in a Criminal Justice career). As such, there is a strong case for exploring how to develop course content, which takes into consideration the reasons why students choose to study Criminology. One way this could be achieved, is by embedding more experiential learning opportunities (ELOs) into a Criminology undergraduate degree.

Theoretical basis for *experiential learning*

Yardley et al (2012) define ‘experiential learning’ as “constructing knowledge and meaning from real-life experience” (2012: 161), and their article explores this through curriculum design which focuses on providing experiences to learners through authentic workplaces. This approach for learning is developed from social learning theories and the philosophical principle of constructivism, whereby social interactions are central in the learning process. Kolb and Kolb (2018) developed the experiential learning cycle to demonstrate a practical way in which experiential learning theory (ELT) can be applied in an educational setting, such as on a University degree.

Figure 1: Four-stage process of Experiential Learning Theory (ELT) – Kolb and Kolb (2018)



It is a four-stage process, (Figure 1) which intends to “actively engage learners in the learning process” (Kolb & Kolb, 2018: 8). When applied within a university setting, the lecturer would provide students with an ‘experiencing event’ (such as a role play or guest speaker) which importantly facilitates ‘real world’ learning and experiences, rather than simply going through the motions of a class exercise. Reflecting on the experience is also considered

important in this process, as is thinking, and acting on the reflection. Kolb and Kolb (2018) suggest that lecturers should structure their teaching as a “series of learning cycles to form a deepening spiral of learning” (2018: 9). Moon (2004) has previously written on the learning experience of the individual, and how it is mediated by the social surroundings. As such, learning is accumulated overtime and through multiple learning experiences. From a social constructivist perspective, it is not necessarily the experience itself that is beneficial to the individual, but the learning that is acquired over time from the experiences (Little and ESCET Colleagues, 2006).

Although behaviourism, or behavioural learning theory, also focuses on how students learn, and the idea that the environment plays a crucial role in learning, it does take a different view of the learning process to experiential learning theory (Morris, 2020). Whereas behavioural learning theory places an emphasis on the reinforcement an individual receives, which may help or hinder the learning process, the experiential learning theory places an emphasis on life experience more generally, as being central and necessary to the learning process. Importantly, the Association for Experiential Education (2022) identify the key elements of experiential learning as including: the learner being engaged (intellectually, emotionally, socially and/or physically), that the learning opportunities may be naturally occurring, and that the results of the initial learning form the basis for future learning to take place.

How it has been implemented in other disciplines

Experiential learning theory has been applied for centuries within the field of medical education, often providing a ‘learning on the job’ approach for medical students (Yardley et al, 2012). Murray (2018) states that “experiential learning centres on active pedagogical strategies that engage students in the learning process” (2018: 1), and in nursing education, these strategies may include simulations, clinical experiences, and role-playing. These strategies may involve a placement within the medical setting or may be replicated within the classroom setting. Social learning theories provide a framework for these types of strategies and experiential learning within nursing education. Grace et al (2019) draws on the work of Vygotsky, to explain how practical classes can support student’s learning, through methods of ‘scaffolding’. It is stated that students are first assisted by an expert so that eventually they are able to develop the skills themselves and carry out the activity or technique independently (Grace et al, 2019).

Similar to nursing education, teacher training degrees are designed with a large amount of time spent on placements within schools. Harfitt and Chow (2018) demonstrate the importance that is placed on these real-world experiences for trainee teachers, providing them with opportunities “to acquire rich and diverse learning experiences” (2018: 122). These experiences move the student’s understanding beyond the theoretical, to the more practical and skills-based that is required of teachers. However, ongoing professional development of teachers once they have completed training is also greatly encouraged.

Girvan et al (2016) suggest that the use of reflection as a tool is important and should be underpinned by the pedagogical framework of experiential learning theory (ELT); following the four-stage process that was explained by Kolb and Kolb (2018) (see Figure 1). Specifically, for teachers, following this experiential learning framework is considered important, as it “can motivate teachers to try new practices and make desired changes to the curriculum a practical reality” (Girvan et al, 2016: 130). Therefore, emphasis is placed on the reflective aspect of experiential learning theory as a way of learning from experience, to develop new and innovative ways of teaching.

For engineering students, Gadola and Chindamo (2019) describe the application of experiential learning as ‘active learning’ or ‘learning by doing’. One way this may be achieved specifically with engineering students, is through ‘gamification’. This is described as a process whereby fun gaming elements which typically motivate people to continue playing, are used in non-game contexts to constructively encourage learning (Gadola and Chindamo, 2019). Using an elaborate role-play scenario, motor-engineering students are set a task by a hypothetical motoring company, to design and develop a new race car. Such a scenario encourages students to work collaboratively in teams, but also provides ‘hands on’ learning to build the car, and real-time reflection and feedback on their work as the car is actively tested (Hanh, 2020).

Review on how Criminology programmes apply experiential learning pedagogy

At the time of writing (early 2022) a search conducted on the UCAS website for Criminology, undergraduate, full-time, bachelor degrees (with or without honours) show 1127 courses from 140 providers, with many providing students the opportunity to extend the three-year course to a four-year course, to include a ‘sandwich’ placement year in industry. Despite this, there has been little published within the UK on the application of work-based learning or broader experiential learning opportunities for students enrolled on a Criminology undergraduate programme. Qualitative research conducted by Bramford and Eason (2021) considered the use of work-based placements on the Applied Criminology course at the University of Worcester. The authors state that the course “was designed to reflect the needs of the market” (Bramford & Eason, 2021: 319), where one of the most important elements when designing the programme, was the need for work experience in a range of sectors. This innovative approach saw University of Worcester embed more opportunities within the standard programme, for students to engage with real-world settings.

Much that has been published on the use of experiential learning on Criminology and Criminal Justice programmes, comes from the US. George et al (2015) adopted the experiential learning framework as created by Kolb, to implement four experiential learning opportunities (ELOs) at California Lutheran University. For students on the undergraduate Criminal Justice programme, they were provided with opportunities for: internships, field trips, service-learning, and research projects, which were all recognized as being forms of experiential learning. Feedback was gathered from students on their experiences, and “the

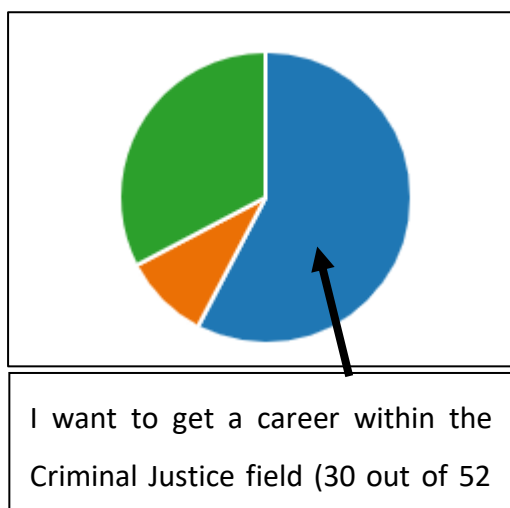
data reveal that respondents found internships to be the most useful in terms of professional influence” (George et al, 2015: 484). As such, it is argued that the Criminal Justice curriculum should be moving towards incorporating more experiential learning opportunities (ELOs) for their students.

Crandall et al (2021) have since expanded on this work, to also review guest speakers and shadowing, as further experiential learning opportunities (ELOs) that could be embedded as part of a Criminology and Criminal Justice programme. The use of guest speakers can bring real-world practitioner experience into an academic setting, to “critically challenge students’ thinking and viewpoints, while providing stories that maintain student interest” (Crandall et al, 2021: 156); providing an important bridge between theory and practice. Furthermore, the ELO of ‘shadowing’ is described as a more short-term opportunity, in comparison to an internship or long-term work placement. Crandall et al (2021) argue that ‘shadowing’ can be a very useful ELO, which benefits the student in learning ‘on the job’ about certain duties, expectations, and scenarios, but in a more condensed way.

A reflection on the BA (Hons) Criminal Justice and Criminology programme at University of Hertfordshire

Currently on the undergraduate Criminal Justice and Criminology degree programme at University of Hertfordshire, the opportunity for completing a work placement is limited. If students wish to complete work experience or work placement, they can take a sandwich year between level 5 and level 6 to complete a work placement year. Alternatively, they can find a work experience opportunity to complete outside of the ‘taught’ university timetable. Other forms of experiential learning that are offered, are through optional co-curriculars, for example, working with offenders, being a detective, forensic psychology, and restorative justice. However, these are only short courses, which run for between 6-10 hours, and are limited in the maximum capacity of students/places. Level 5 students also complete a compulsory module on ‘employability skills and career planning’. As part of this module, students participate in the Assessment Centre Experience (ACE), which provides them with invaluable experience, feedback, support, and guidance with the aim to increase their confidence when entering the graduate recruitment process (University of Hertfordshire, 2021a). Despite this, it is a generic experience and does not specifically address any skills that are particular to careers within the Criminal Justice field.

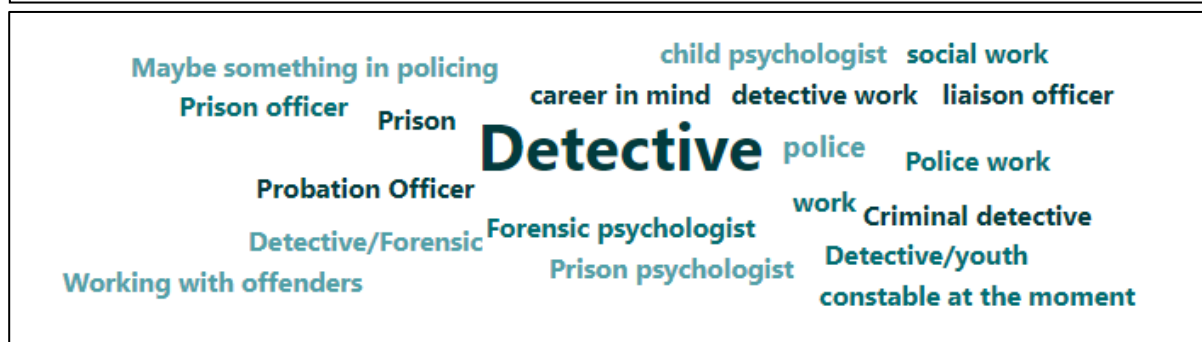
In order to better understand our student’s expectations of their BA (Hons) Criminal Justice and Criminology programme, data has been taken and analysed from a feedback form that students have completed for curriculum development:



Question 1 asked ‘why did you choose to study a Criminal Justice and Criminology degree?’ (Options: I want to get a career within the Criminal Justice field, I was just interested in studying it, but with no real career in mind, I was interested in studying it, and hope that it will help me to choose a career path, other). Nearly 60% of the respondents indicated that they chose to study this course as they want to get a career within the Criminal Justice field. This supports findings from previous studies (Ridener et al, 2020; Griffiths and Trebilcock, 2021) that students are expecting the degree to help them achieve long-term career goals.

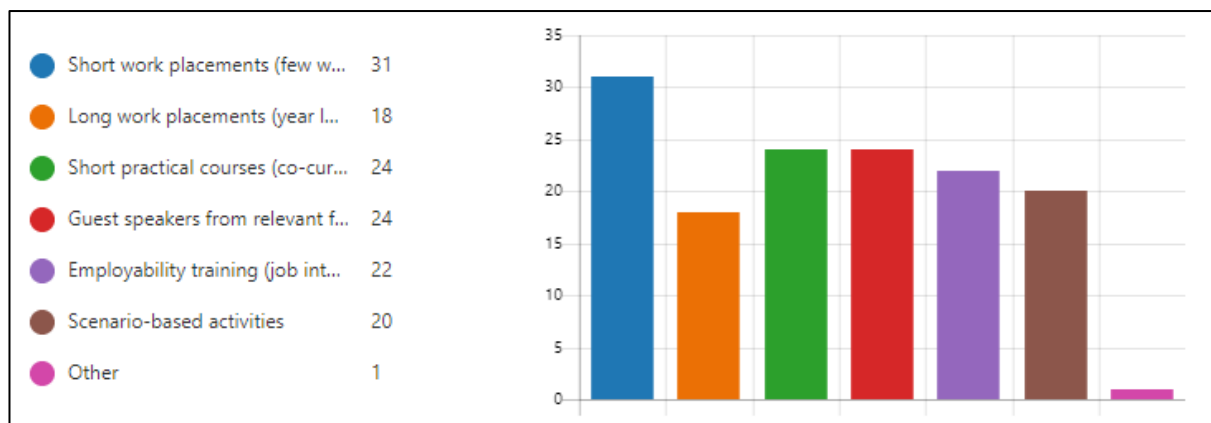
Question 3 asked (as a follow up to question 1) ‘what career did you have in mind when choosing to study a Criminal Justice and Criminology degree?’ (open ended)

word-cloud to visualise the responses (45 out of a possible 52)



33% of the respondents indicated that the specific career they had in mind when choosing to study Criminal Justice and Criminology degree, was to become a detective. However, the range of careers that were mentioned in response to this question demonstrates the potential range of experiential learning opportunities (ELOs) that could be incorporated into the taught curriculum. Some of these opportunities are already provided to students, through optional and often very limited capacity, co-curriculars. However, if a large proportion of students are reporting specific career pathways, then this data could support the need to embed more experiential learning opportunities into the degree programme; rather than just as an optional extra.

Question 6 asked students ‘what practical opportunities would you like to have access to as part of your degree?’ (Options: short work placements (few weeks or months), long work placements (yearlong), short practical courses (co-curriculars), guest speakers from relevant fields, employability training (job interviews, CVS, etc.), scenario-based activities, other)



Respondents could select multiple options (52 respondents in total)

Nearly 60% of the respondents indicated that they would like to have access to short-term work placements, something which is not currently offered as part of the Criminal Justice and Criminology programme. There appeared to be much less interest in the long-term work placement opportunity, which is something that is currently offered as part of the four-year 'sandwich' programme. This indicates that more could be done to embed experiential learning opportunities (ELOs) into the current Criminology programme, in response to student's expectations about the course. This would be particularly beneficial for students who have chosen to study Criminology as they want to get a career within the Criminal Justice field.

Question 8 asked students 'what other events/opportunities would you like to see offered as part of your degree?' (Open ended). Despite being a broad question, 15% replied 'work', indicating that this is considered an important outcome for their degree, and so should also form an integral part of their higher education. Currently, one of the main graduate attributes identified by the University, focuses on 'professionalism, employability and enterprise' (University of Hertfordshire, 2021b).

Word-cloud to visualise the responses (52 responses in total)



'Field trips' as a broad category appeared most popular, as did opportunities to learn about different careers in the Criminal Justice field. Crandall et al (2021) found that their students

wanted more field trip opportunities to be offered as part of their Criminal Justice degree, and that 93% of their student respondents indicated that “field trips provide real-world experience” (2021: 162), further explaining that these types of experiences would be most beneficial for students who consider themselves more visual learners.

Conclusion

In summary, Criminology has historically been taught at higher education as a theoretical discipline, rather than being applied. However, Criminology programmes are increasingly seeking to place more emphasis on experiential learning opportunities (ELOs), in order to ‘skill up’ students. The aim of this critical literature review sought to demonstrate the importance of this pedagogic approach, which seeks to improve specific work-place skills and to improve employability rates for graduates. It has reviewed the limited, but crucial research, which reports that students often choose to study Criminology because they are interested in a career in the Criminal Justice field. This finding was also replicated in curriculum feedback from students based at the University of Hertfordshire, who are currently enrolled on the BA (Hons) Criminal Justice and Criminology programme.

This critical literature review has also explored several ways in which other disciplines have successfully integrated experiential learning opportunities (ELOs) onto their undergraduate degree programmes, as well as the increasing number of Criminal Justice degrees that are also following this learning approach. As such, it is argued that the implementation of more experiential learning opportunities is feasible on the BA (Hons) Criminal Justice and Criminology programme at the University of Hertfordshire. This development of the ‘taught’ curriculum would further support the University’s graduate attributes which focus on employability, (University of Hertfordshire, 2021b). It would also reflect what the Quality Assurance Agency for Higher Education (2021) sets out as the subject benchmark for Criminology; notably, the sustainability of Criminology degrees as being “directly linked with accessibility, employability and partnerships... working with criminal justice system agencies...” (2021: 6). This has previously been recommended by Little and ESECT Colleagues (2006), who suggest that all degrees should seek to integrate academic knowledge, professional knowledge, and professional practice for the student’s benefit.

As such, this critical literature review concludes with some recommendations on how the BA (Hons) Criminal Justice and Criminology programme at the University of Hertfordshire could integrate experiential learning opportunities (ELOs) into the programme. Firstly, by responding to students’ feedback on the curriculum development survey, which identified career progression as the main reason for choosing to study Criminal Justice and Criminology. If students are actively choosing to study Criminal Justice and Criminology as a way of securing a specific career within the Criminal Justice field, then the University should take responsibility in delivering on these expectations the students hold. Secondly, by embedding more experiential learning opportunities into the ‘taught’ curriculum, rather than simply offering these as additional opportunities, students will be better equipped with

transferable career skills once they graduate. Crucially, as part of the learning experience, students should be explicitly shown how to showcase these skills through their written job applications and oral job interviews. Finally, and in line with the most recent Criminology subject benchmark statement from the Quality Assurance Agency for Higher Education (2021), not only should a range of experiential learning opportunities be made more readily available to Criminology students, but that students should also be encouraged to reflect on these opportunities to further develop their learning experience.

References

- Association for Experiential Education (2022) *What is Experiential Education?*
- Bartels, L., McGovern, A. and Richards, K. (2015) Degrees of difference? A preliminary study of Criminology degrees at Australian universities. *Australian & New Zealand Journal of Criminology*. 48(1): 119-146.
- Bramford, K. and Eason, A.L. (2021) Criminology placements: work-based learning and organisational “buy in”. *Higher Education, Skills and Work-Based Learning*. 11(2): 317-329.
- Crandall, K.L., Buckwalter, M.A. and Witkoski, M. (2021) Show and Tell: An examination of experiential learning opportunities in Criminal Justice courses. *Journal of Criminal Justice Education*. 32(2): 155-170.
- Gadola, M. and Chindamo, D. (2019) Experiential learning in engineering education: the role of student design competitions and a case study. *International Journal of Mechanical Engineering Education*. 47(1): 3-22.
- Girvan, C., Conneely, C. and Tangney, B. (2016) Extending experiential learning in teacher professional development. *Teaching and Teacher Education*. 58: 129-139.
- George, M., Lim, H., Lucas, S. and Meadows, R. (2015) Learning by Doing: Experiential learning in Criminal Justice. *Journal of Criminal Justice Education*. 26(4): 471-492.
- Grace, S., Stockhausen, L., Patton, N. and Innes, E. (2019) Experiential learning in nursing and allied health education: Do we need a national framework to guide ethical practice? *Nurse Education in Practice*. 34: 56-62.
- Hamilton, C. (2013) Towards a Pedagogy of Public Criminology. *Enhancing Learning in the Social Sciences*. 5(2): 20-31.
- Hanh, N.V. (2020) The real value of experiential learning project through contest in engineering design course: A descriptive study of students’ perspectives. *International Journal of Mechanical Engineering Education*. 48(3): 221-240.

Harfitt, G.J. and Chow, J.M.L. (2018) Transforming traditional models of initial teacher education through a mandatory experiential learning programme. *Teaching and Teacher Education*. 73: 120-129.

Kolb, D.A. (2014) *Experiential learning: experience as the source of learning and development*. (2nd ed). Upper Saddle River, New Jersey: Pearson Education.

Kolb, A. and Kolb, D. (2018) Eight important things to know about The Experiential Learning Cycle. *Australian Educational Leader*. 40(3): 8-14.

Little, B. and ESECT Colleagues. (2006) Employability and work-based learning. *Learning and Employability (series one)*. The Higher Education Academy.

Moon, J.A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*. Abingdon, Oxon: Routledge Falmer.

Morris, T.H. (2020) Experiential learning – a systematic review and revision of Kolb’s model. *Interactive Learning Environments*. 28(8): 1064-1077.

Murray, R. (2018) An Overview of Experiential Learning in Nursing Education. *Advances in Social Sciences Research Journal*. 5(1): 1-6.

Prospects. (2020) *Criminology*.

Quality Assurance Agency for Higher Education (2021) *Subject Benchmark Statement: Criminology (4th ed)*

Ridener, R., Kuehn, S. and Scott, P.W. (2020) Why do Criminology and Criminal Justice Students Choose Their Major? An Examination of Parental, Personality and Other Individual Characteristics. *Journal of Criminal Justice Education*. 31(1): 1-22.

Trebilcock, J. and Griffiths, C. (2021) Student motivations for studying Criminology: A narrative inquiry. *Criminology & Criminal Justice*. 1-8.

University of Hertfordshire (2021a) *Assessment Centre Experience*.

University of Hertfordshire (2021b) *Graduate Attributes*.

Yardley, S., Teunissen, P.W. and Dornan, T. (2012) Experiential learning: Transforming theory into practice. *Medical Teacher*. 34(2): 161-164.

How online learning, during COVID-19, has affected compassion in teaching and subsequently impacted student satisfaction

Lucy Mackintosh

l.mackintosh@herts.ac.uk

Abstract

Goetz et al (2010) defines compassion as ‘the ability to notice physical or social distress in others and take action to address it’, with active listening, empathy, desire to help, inclusivity, understanding emotions, promoting silence, and creating a safe space being the main components of compassion in a teaching environment (Gilbert, 2016). Furthermore, Caddell and Wilde (2018) found compassion to be an important part of the teacher-student working relationship and a key to student success. To understand the importance of compassion in teaching for student success, this study will look at how an increased use of online teaching (due to a pandemic) has negatively affected compassionate teaching and how that relates to student satisfaction. The present study uses a self-developed survey measure, in which, 44 undergraduate psychology students from each year group anonymously rate the use of the compassionate components. Using a Likert scale, students stated how often their teaching includes the named compassionate components with the lower the score indicating a lack of compassion in the environment. The results showed that there was a significant correlation between hours of face-to-face teaching and compassionate scores, as well as compassionate and enjoyment scores. This demonstrates the importance of compassion within the learning environment. This article also discusses ways of implementing the compassionate components in an online environment to increase student satisfaction. Future research should consider how implementation of compassion pedagogy in online learning effects enjoyment scores.

Introduction

Use of compassion pedagogy

Compassion in the pedagogical sense refers to “the ability to notice physical or social distress in others and take action to address it.” (Goetz et al, 2010). Gilbert (2016) furthered this definition by adding key components of compassion; active listening, empathy, desire to help, inclusivity, understanding emotions, promoting silence, and creating a safe space. With this clear criterion for a compassionate learning environment, teaching staff have been able to investigate the use and effect of a compassionate learning environment. In a study promoting the use of compassion, Gilbert (2016) introduced the compassion focused pedagogy. Students were asked to share work, pay attention to other group members, use eye contact and mimic vocalisations. The findings from this study showed that eye contact was extremely important, and students felt responsible for theirs and others’ learning.

Furthermore, Caddell and Wilde (2018) conducted a narrative review study, in which, 24 interviews with academic staff were conducted. The interview structure focussed on the use of kindness and collegiately within the classroom. The findings from this study found that teachers and students must have a working relationship for the learning to be effective. Additionally, ensuring a compassionate learning environment by addressing the key components (Gilbert, 2016) showed a positive relationship with student success i.e., students received higher grades.

Carson and Johnston (2000) comment on the use of compassion pedagogy for teachers discussing sensitive topics. The example used in their study looks at how racism and discrimination can be discussed within the classroom. The pedagogical approach aims to build trust in the classroom whilst recognising the need to learn about other's realities and acknowledge the differences within the classroom. This approach was found to be productive for starting student conversations on difficult topics.

Impact of online learning in student satisfaction and learning

Interestingly, a study conducted by the Office for National Statistics entitled Student Covid Insights Survey asked students in May 2021 about their experience of university. The questions focussed on the style of teaching, mental health, and satisfaction with their course. Six out of 10 students reported that their studies were mostly remote, with 65% of students experiencing zero hours of face-to-face contact within a 7-day period prior to the survey and 21% having 1-5 hours of in-person contact time during the semester. The findings showed that 53% of students were dissatisfied with their social experience and 29% dissatisfied with their academic experience. Moreover, 44% of undergraduate level 5 and 6 students were satisfied with their experience compared to 55% level 4 students. Unsurprisingly, 84% of students stated that there were limited opportunities to meet other students. The final questions asked the students what they would do if online learning continued to be the main method of teaching. The results from this question found that 58% of students would defer the academic year until in-person teaching resumed, 31% of students would drop out of university, 14% of students would transfer to another university that offered more in-person teaching or was closer to home and 20% of students would leave university to find a job.

A study by Sepulveda-Escobar and Morrison (2020) considered the effect of online learning during the Covid-19 pandemic. The study used the format of an interpretative case study, with 27 EFL (English as a Foreign Language) teachers. The most prominent results found that a lack of direct interaction with learners strongly affected the teacher's own learning process. Specifically, the analysis showed that the teacher's found an increase in anxiety and decrease in motivation when teaching through an online environment. To add, 48% of the teacher's disagreed with the statement 'my home environment allows me to do my online classes', with poor internet, home distractions, lack of working devices or lack of laptops

with working microphones and cameras being the cause of this difficulty (Sepulveda-Escobar and Morrison, 2020).

Schwenck and Pryor (2021) conducted a qualitative study in which 15 preservice teachers engaged in a phenomenological interview to discuss their views on engagement, connectedness, community, and accountability. The study found that there were issues with engagement during online classes with awkward interactions caused by technological difficulties and lack of non-verbal cues such as not knowing when to speak. Further, there were issues with connectedness with both teachers and students feeling a disconnect between them. This disconnect wasn't just surrounding the use of online lessons but also due to a decrease in mental health and difficulties with meeting up with classmates due to social distancing.

Use of compassion in online learning

In the current climate, research into the use of online learning has increased, with some focus on the use of compassion. A study by Sukhera and Poleksic (2021) explored the adaption of compassion education through technology-enhanced learning. This was a qualitative study which used semi-structured interviews to gather health professionals' insights into the use of compassion education and technology. Most responses revealed concerns about the lack of human interaction but noted the inevitable need for technology. Other outcomes of the interviews found suggestions for enhancing compassion education with the use of technology such as increasing accessibility and learner comfort with vulnerability (Sukhera & Poleksic, 2021). However, the study focussed on the issues that arose using compassion education online and suggests the following to help eradicate these, ensuring a balance of face-to-face and online learning and addressing digital poverty. This study suggests further research into the use of compassion education to address the uncertainties mentioned in the interviews about adapting compassion education through technology-enhanced learning.

Furthermore, a study by Lindecker and Cramer (2021) considered the relationship between student self-disclosure and faculty compassion in online classrooms. Student self-disclosure was defined by the researchers as students disclosing personally traumatic events with faculty to receive support and extensions (Lindecker & Cramer, 2021). Compassion fatigue is a well-documented issue among professions, especially those working in social service fields such as health care and education. Faculty compassion is the use of compassion pedagogy in learning, with a lack of compassion pedagogy being named faculty compassion fatigue by the researchers (Lindecker & Cramer, 2021). The study found that 96% of faculty surveyed said that student self-disclosure was common, and that there was a relationship between student self-disclosure and faculty compassion fatigue, with higher levels of student self-disclosure leading to higher levels of faculty compassion fatigue. This study clearly presents the concept that a lack of compassion in education can lead to a lack of student satisfaction, resulting in student self-disclosing to receive more support.

The aim of this study is to distinguish whether the online learning environment supports compassion pedagogy and whether a supposed lack of compassion in education (Lindecker & Cramer, 2021; Sukhera & Poleksic, 2021) leads to a lack of student satisfaction.

Methods

The present study uses a self-developed survey which will be completed anonymously by undergraduate psychology students (all year groups). This study does not need ethical consideration as it falls under the protocol for reflective practitioner work by academic staff.

The survey begins with an introduction to the study's aims and explains the purpose of the study. Further, it informs the students that ethical consideration was not needed as this survey looks only to improve their experience and not for research purposes. Students are also told that they do not need to take part but taking part consents to their anonymous data to be used and shared within the department of psychology, with possible expansion to the rest of the school and university following the results. Students are told that they are free to withdraw at any time without explanation.

The survey was posted internally using the psychology undergraduates' research methods Canvas page, in which an announcement was made explaining the aims of the survey and included the link to the survey.

The survey started with two initial questions asking students to state their year group and how many hours of in-person teaching they had received so far that semester. The study then progresses to a Likert scale requiring students to rate the components of compassion (active listening, empathy, desire to help, inclusivity, understanding emotions, promoting silence, and creating a safe space) on how often they experience them. The scale went from 1 (never) to 5 (always), with the total score across all 7 components representing the level of compassion within the learning environment, the higher the score indicating that compassion pedagogy is present.

The second part of the survey focusses on student satisfaction, asking students to rate 5 statements with how much they agree with what is said. The scale is from strongly disagree to strongly agree, with strongly disagree scoring -2, strongly agree 2 and neither agree nor disagree 0. A negative overall score shows a lack of student satisfaction, and a positive score shows student satisfaction. The survey used can be found in Appendix A.

Results

In total there were 51 responses, however due to invalid completion of the survey (not all questions being answered), there were only 44 valid responses.

The participants studied undergraduate psychology at the University of Hertfordshire, Table 1 shows the number of participants from each year group, with Year 1 being level 4 students and Year 3 level 6 students.

Table 1: Participant Year group demographics.

Year	Frequency	Percent (%)
1	19	43.2
2	15	34.1
3	10	22.7

The greatest number of responses (43.2%) came from first year students, followed by second year (34.1%) and then third year students (22.7%). A statistical analysis on the descriptive statistics of this variable shows the standard deviation to equal 1>, thus determining the participants to be representative of all three year groups.

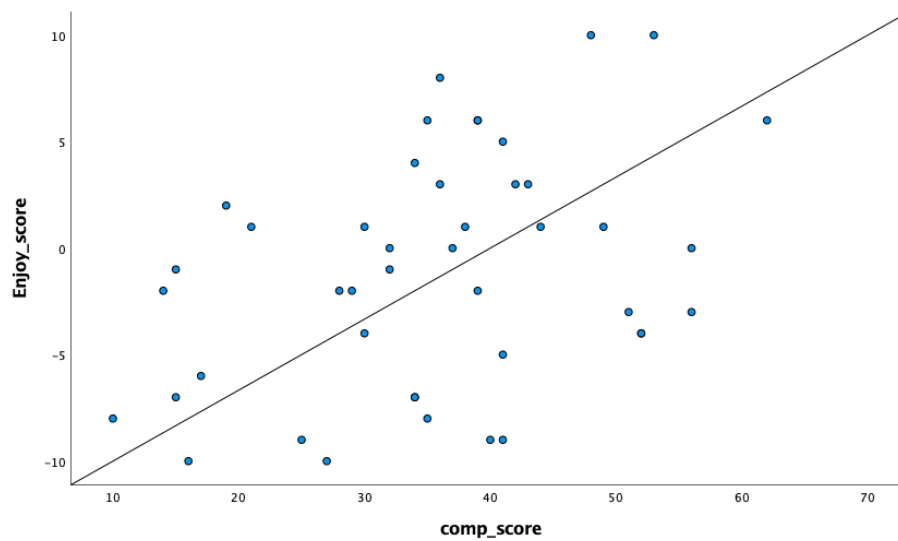
The participants were also asked to detail how many hours of face-to-face teaching they had experienced so far that semester, the survey was sent in the final week of semester A. The responses to this question were variable with the highest percentage (20.5%) of students stating they had received zero hours of face-to-face learning. The next highest response (15.9%) was that 15 hours of face-to-face teaching had been received. The responses to this question ranged from zero hours to 40 hours. A one-way ANOVA was performed in the software SPSS to establish whether the participants year group determined the amount of face-to-face teaching received. This test was not significant, $F(2,41) = 0.651$, $p > 0.05$, therefore the number of hours of face-to-face teaching received during the semester is not dependent on the participants year group. Table 2 shows the responses to this question.

Table 2: Responses to the question 'How many hours of face-to-face teaching have you received this semester?'

		Hours			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	20.5	20.5	20.5
	2	1	2.3	2.3	22.7
	5	1	2.3	2.3	25.0
	8	1	2.3	2.3	27.3
	12	2	4.5	4.5	31.8
	14	3	6.8	6.8	38.6
	16	4	9.1	9.1	47.7
	18	2	4.5	4.5	52.3
	20	7	15.9	15.9	68.2
	22	3	6.8	6.8	75.0
	24	2	4.5	4.5	79.5
	27	1	2.3	2.3	81.8
	29	1	2.3	2.3	84.1
	30	2	4.5	4.5	88.6
	32	1	2.3	2.3	90.9
	34	1	2.3	2.3	93.2
	36	1	2.3	2.3	95.5
	40	2	4.5	4.5	100.0
	Total	44	100.0	100.0	

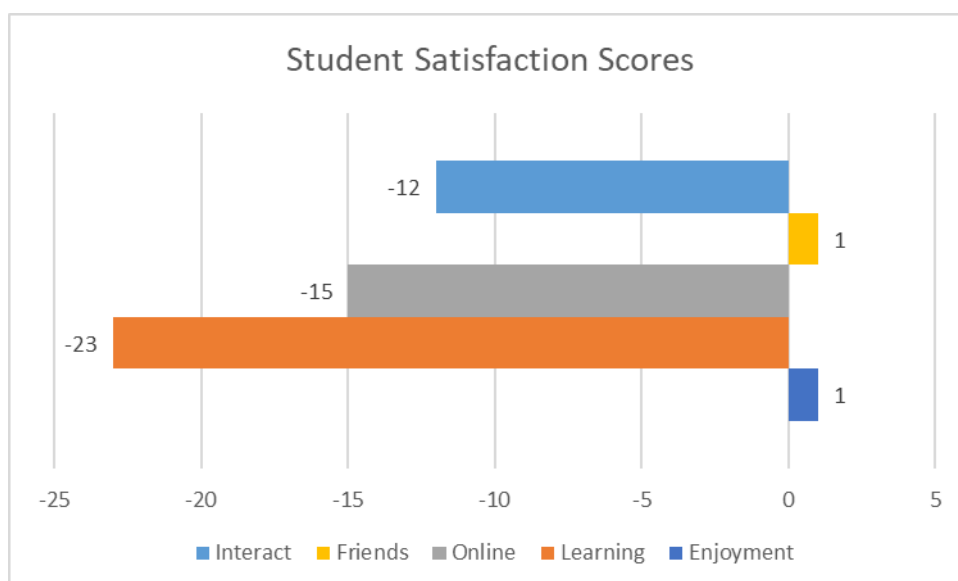
The aim of this study was to determine whether the use of online learning affected the use of compassion pedagogy in teaching and whether this had negatively impacted student satisfaction. The survey contained two Likert scales; the first to determine the presence of compassion in teaching and second the level of student satisfaction. A Pearson product-moment correlation coefficient was performed in SPSS to calculate whether there was a relationship between the compassion scores and student satisfaction scores. The correlation was significant $r=0.387$, $p=0.009$ ($p<0.01$) with compassion scores accounting for 15% of variability in satisfaction scores. Although a correlation does not show cause and effect, the scatter graph below (Figure 1) shows that as compassion scores increase so do student satisfaction scores, hence we can assume that a lack of compassion pedagogy in the learning environment, has a significant negative effect on student satisfaction.

Figure 1: Scatter graph to show the relationship between compassion scores and student satisfaction scores



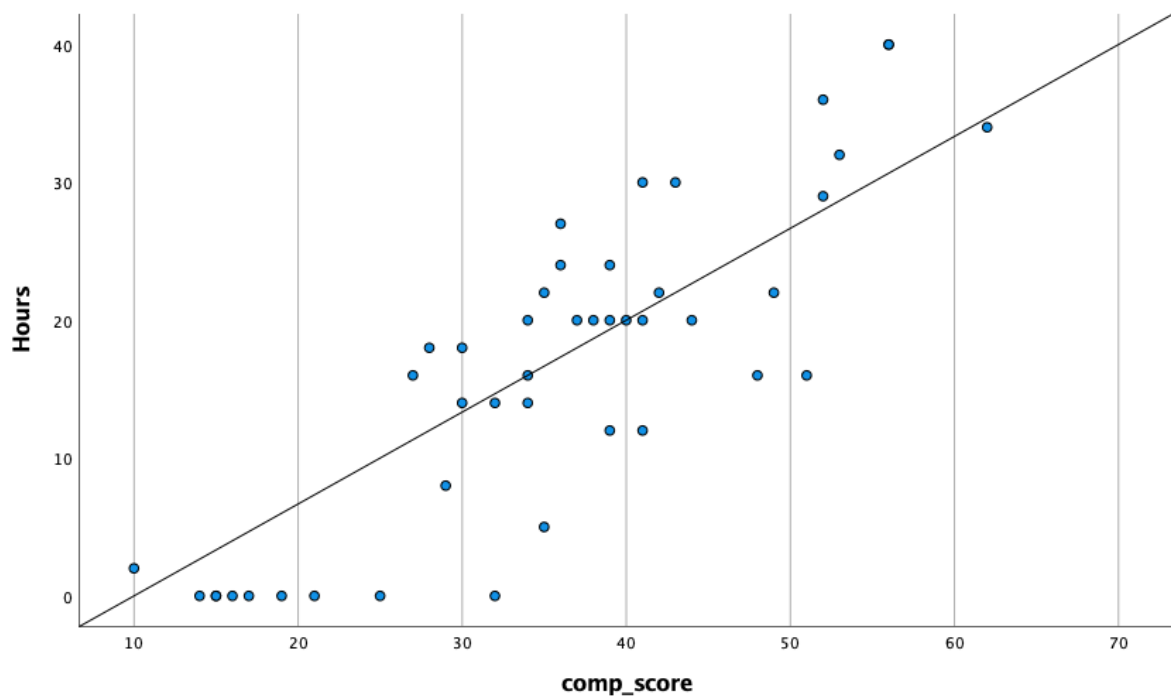
Further investigation into student satisfaction with online lessons found that in response to the 5 statements (Question 4, see appendix A) only enjoyment of the online lessons and being able to make friends had a positive response. Figure 2 shows the overall scores for each statement. The range of scores being from -23 to 1 shows that most students disagreed with each of the statements. In particular, 'I feel that my learning hasn't been affected by the use of online teaching' scored the lowest with -23 and was a particular issue for students, affecting their satisfaction. Students also felt that there were no opportunities to interact with their peers outside of lessons and that they didn't learn as well in the online setting.

Figure 2: A bar chart to show the overall scores for student satisfaction



In addition, to find out whether a change to online learning has affected the use of compassion pedagogy, a second Pearson product-moment correlation coefficient was conducted to distinguish this relationship. The correlation between compassionate scores and hours of face-to-face teaching received was significant, $r=0.855$, $p<0.01$, with the amount of face-to-face contact hours accounting for 73% of variability in compassion scores. The scatter graph (figure 3) below shows a distinct positive correlation between face-to-face hours and compassion scores, with the more face-to-face contact having higher scores of compassion.

Figure 3: Scatter graph to show the relationship between hours of face-to-face teaching and compassionate scores



Discussion

The results show that there are significant relationships between online learning and the use of compassion pedagogy and that there is a significant relationship between compassionate and enjoyment scores. From the results we can see that the online learning environment has a lack of compassion, and this lack of compassion has had a negative impact on student satisfaction. Henceforth, this article will discuss ways to address this lack of compassion pedagogy in the online learning environment to help improve student satisfaction.

Firstly, it would be oversimplistic to assume that a lack of compassion in the online learning environment is the sole reason to the changes noticed in student satisfaction. Other factors such as digital poverty, personal circumstance, and mental health will have also been a factor in this change. The use of online learning, in place of in-person teaching, was caused

by a pandemic which also in itself will bring numerous obstacles impacting on student's satisfaction.

There are known inequalities within education, with the pandemic showing how digital poverty has affected numerous students with the move to online learning (Holmes & Burgess, 2020). Digital poverty refers to the lack of digital understanding or resources, with Holmes and Burgess (2020) reporting that only 51% of households earning between £6000-£10,000 have access to WIFI at home, compared to 100% of those earning over £40,001. As well as a lack of WIFI, access to suitable electronics for working are scarce for households with low income.

To add, a study conducted by Adams-Prassl et al (2020) has found a significant decrease in mental health caused by the 'stay at home' measures. Those who experienced 'lockdowns' have a mental health rate, 0.0085 standard deviations lower than those who did not. Mental health in this study is measured using the WHO-5 mental health index, which also found the effect of lockdown to impact on women more than men, widening the existing gender gap by 66% (Adams-Prassl et al, 2020).

Though, a third Pearson product-moment correlation coefficient was performed investigating the relationship between hours of face-to-face learning and enjoyment scores. The correlation was not significant, $r=0.246$ $p=0.108$ ($p>0.01$) which means that the hours of face-to-face learning received has no effect on the enjoyment scores. This finding sways our understanding to believe that it is purely the lack of compassion pedagogy in the online learning environment which has led to poor student satisfaction (see scatter graph in appendix B). Further research would be suggested to understand this relationship better.

In order to help improve student satisfaction whilst online learning remains the dominant form of teaching methods, the 7 known components of compassion pedagogy (Gilbert, 2016) and ways to ensure that these are present within the learning environment are listed below. These approaches act as a baseline for teaching staff, as it is known that approaches to teaching vary, meaning compassion can manifest differently (Waite, Knight & Lee, 2015).

Active listening is a way to show that you value what the other person is saying and increases empathy (Rogers, 1957). To show that you are actively listening, you should; ask open-ended questions, reflect another's feelings, clarify, and summarise what you hear (Rogers, 1957). Although, these tasks are easy in an in-person environment, whilst teaching online it is easy for the teacher to clarify what students are saying and summarise what they have heard. In fact, by doing so it will help other students in the room to acknowledge what has been said in case of poor sound quality and buffering in the video. Teachers should also respond to student comments using open-ended questions and reflect their feelings to achieve this, other students should also be encouraged to ask open-ended questions to benefit each other's understanding within the discussion.

Empathy is a complex concept that has been defined as perspective-taking in which we put ourselves in another shoes (Ratka, 2018). Again, this can be achieved more easily in a face-to-face environment due to the use of non-verbal body language which is more visible in person. However, the use of cameras by the teacher and student speaking would help show the mimicking of emotions with either party using the same facial expressions, open or closed body language and gestures visible on camera.

Desire to help is an automatic reaction associated directly with compassion, it is in one's nature to want to help those suffering especially when it is someone who is valued (Buffone et al, 2017). It has been noted that the desire to help can collapse if a person promotes self-affirmation (Vohs, Park & Schmeichel, 2013). Within the online learning environment, where so much more is unknown to the individual, self-affirmation can increase causing the desire to help to diminish. Again, the lack of cameras during the video call can cause an individual to self-affirm and lack the desire to help, thus the teacher should facilitate the learning environment by encouraging the use of cameras. Moreover, the teacher could promote the student's desire to help by supporting students to help their peers by answering questions and asking them to explain their answers.

Inclusivity is a vital component of learning which should be endorsed no matter the learning environment. To promote inclusivity in an online environment, support and flexibility have been found the most effective (McLoughlin & Oliver, 2000). Support should be offered to all students such as having frequent communication with students outside of the online lessons e.g., via email, face-to-face or telephone calls. Flexibility such as designing different tasks for students to complete should be offered, as well as encouraging group work.

Understanding emotions can be defined as the ability to share the feelings of another person which can also be referred to as emotional empathy (Hodges & Myers, 2007). This can be experienced by feeling the same emotion as the other person, feeling distress in response to another's pain or feeling compassion towards the other person (Hodges & Myers). The use of self-reflection at the end of the teaching session, with prompting questions by the teacher can address whether students have understood emotions within the session.

Promoting silence allows for critical thinking to take place, by pausing after a question for around 10 seconds to entice students to respond (Elliott, 1996). Additionally, the use of silence has a compassionate quality in which the silence conveys mutual respect and understanding (Mullen, Reynolds & Larson, 2015). This promoting of silence can be used in an online setting but to ensure its use is clear to students, teachers can use phrases like 'I'll give you time to think' or 'I'll wait for somebody to respond' so that they know the pause has meaning and isn't a technical glitch.

Creating a safe space can be achieved by accepting and acknowledging mistakes will be made, model empathy, maintain honesty, build trust, and share learning (Allen, 2020). In an

online environment it is important that the teacher outlines some rules at the beginning of each session to create a safe space for students to learn. Rules can be simple and should ensure student confidentiality, trust, honesty, acceptance, and empathy.

With directions for how staff can implement the seven components of compassion within an online learning environment discussed and with the results of the present study, future research should consider how ensuring a compassionate online learning environment can help improve student satisfaction. In addition, gaining an insight from students on the above suggestions would be beneficial in helping to understand how student satisfaction can be increased.

Conclusion

In conclusion, this study looked at the use of compassion pedagogy in an online learning environment and how this can affect student satisfaction. The results of the study showed a clear relationship between online learning and compassion, as well as compassion and student satisfaction, with a strong trend showing that a lack of compassion is found within the online learning environment which has negatively impacted student satisfaction. The discussion of the article addresses how teaching staff can implement the seven components of compassion; active listening, empathy, desire to help, inclusivity, understanding emotions, promoting silence, and creating a safe space. Future research should consider how introducing the above suggestions in an online learning environment can help to improve student satisfaction and could start with gaining students views on the adapted approaches.

References

- Adams-Prassl, A., Boneva, T., Golin, M., & Rauh, C. (2020). Inequality in the impact of the coronavirus shock: Evidence from real time surveys. *Journal of Public Economics*, 189, 104245.
- Allen, S., (2020). Creating space for compassion, empathy and learning. The kings fund.
- Buffone, A. E., Poulin, M., DeLury, S., Ministerio, L., Morrisson, C., & Scalco, M. (2017). Don't walk in her shoes! Different forms of perspective taking affect stress physiology. *Journal of Experimental Social Psychology*, 72, 161-168.
- Caddell, M., & Wilde, K. (2018). Seeking Compassion in the Measured University: Generosity, Collegiality and Competition in Academic Practice. *Journal of Perspectives in Applied Academic Practice*, 6(3).
- Carson, T., & Johnston, I. (2000). The difficulty with difference in teacher education: Toward a pedagogy of compassion. *Alberta Journal of Educational Research*, 46(1).

Decety, J., & Lamm, C. (2009). Empathy versus personal distress: Recent evidence from social neuroscience. In J. Decety & W. Ickes (Eds.), *The social neuroscience of empathy* (pp. 199–213). Cambridge, MA: MIT Press.

Elliott, D. D. (1996). Promoting critical thinking in the classroom. *Nurse educator*, 21(2), 49-52.

Gilbert, T., (2016) Assess compassion in Higher Education? Why and how would we do that? LINK 2016, vol. 2, issue 1

Goetz, J. L., Keltner, D., & Simon-Thomas, E. (2010). Compassion: an evolutionary analysis and empirical review. *Psychological bulletin*, 136(3), 351.

Hodges SD, Myers MW. Empathy. In: Baumeister RF, Vohs KD. *Encyclopedia of Social Psychology*. Thousand Oaks, CA: Sage Publishing; 2007 doi:10.4135/9781412956253.n179

Holmes, H., & Burgess, G. (2020). Coronavirus has highlighted the UK's digital divide.

Lindecker, C. A., & Cramer, J. D. (2021). Student Self-Disclosure and Faculty Compassion in Online Classrooms. *Online Learning*, 25(3).

McLoughlin, C., & Oliver, R. (2000). Designing learning environments for cultural inclusivity: A case study of indigenous online learning at tertiary level. *Australasian Journal of Educational Technology*, 16(1).

Mullen, J. E., Reynolds, M. R., & Larson, J. S. (2015). Caring for paediatric patients' families at the child's end of life. *Critical Care Nurse*, 35(6), 46-56.

Ratka A. Empathy and the development of affective skills. *Am J Pharm Educ*. 2018;82(10):7192. doi:10.5688/ajpe7192

Rogers, C. R., & Farson, R. E. (1957). Active listening.

Schwenck, C. M., & Pryor, J. D. (2021). Student perspectives on camera usage to engage and connect in foundational education classes: It's time to turn your cameras on. *International Journal of Educational Research Open*, 2, 100079.

Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607.

Student Covid Insights Survey (2021). Office for national statistics.

Sukhera, J., & Poleksic, J. (2021). Adapting compassion education through technology-enhanced learning: An exploratory study. *Academic Medicine*, 96(7), 1013-1020.

Vohs, K. D., Park, J. K., & Schmeichel, B. J. (2013). Self-affirmation can enable goal disengagement. *Journal of personality and social psychology*, 104(1), 14.

Waite, F., Knight, M. T., & Lee, D. (2015). Self-compassion and self-criticism in recovery in psychosis: An interpretative phenomenological analysis study. *Journal of clinical psychology*, 71(12), 1201-1217.

Appendix A

Copy of the self-developed survey measure

Q1 Thank you for agreeing to complete this quick 4 question survey.

By completing the survey you are consenting to the use of your anonymous data for academic improvement use within the department, school and University. The questions do not require you to state your name, contact details or any other identifying factors but it does ask for your year of study.

It is not mandatory to take part and you are free to withdraw, without reason, at any time.

As this survey is for the use of academic improvement, it is in line with the Protocol for Reflective Practitioner Work By Academic Staff and therefore, does not require ethical consideration.

The purpose of this survey is to determine whether the use of online teaching has reduced the use of a compassionate learning environment, affecting student satisfaction and learning.

Q1 Please state your year of study:

- ☐ Year 1 (Level 4) (1)
- ☐ Year 2 (Level 5) (2)
- ☐ Year 3 (Level 6) (3)

Q2 How many hours of face to face teaching have you received so far this semester?

Please put the number of hours:

Q3 For each of the following, please indicate how often you experience these in your online teaching sessions:

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
Creation of a safe space (the teacher outlines rules such as confidentiality and non-judgement when promoting student discussion) (1)					
Active Listening (you feel that the teacher and other students are listening to discussions, this can be indicated by nodding and agreements) (2)					

Empathy (you feel that you have been understood) (3)					
Desire to help (you recognise when others need help, and offer support) (4)					
Inclusivity (you feel included within the lesson) (5)					
Understanding emotions (emotions within the class are recognised and discussed) (6)					
Promotion of silence (the teacher uses silence to aid discussions) (7)					

Q4 For the following statement, please indicate how well you agree with them:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I enjoy attending online teaching sessions (1)					

I feel that my learning hasn't been affected by the use of online teaching (2)					
I learn just as well in an online environment as in-person teaching (3)					
I have made friends within my course (4)					
I interact with course mates outside of teaching sessions (5)					

Q6 Thank you for taking part in this quick survey. If you have any further questions or any concerns you wish to discuss, please email l.mackintosh@herts.ac.uk

For further support please visit the Academic Support Unit (lms.asu@herts.ac.uk) or contact Wellbeing (StudentWellbeing@herts.ac.uk)

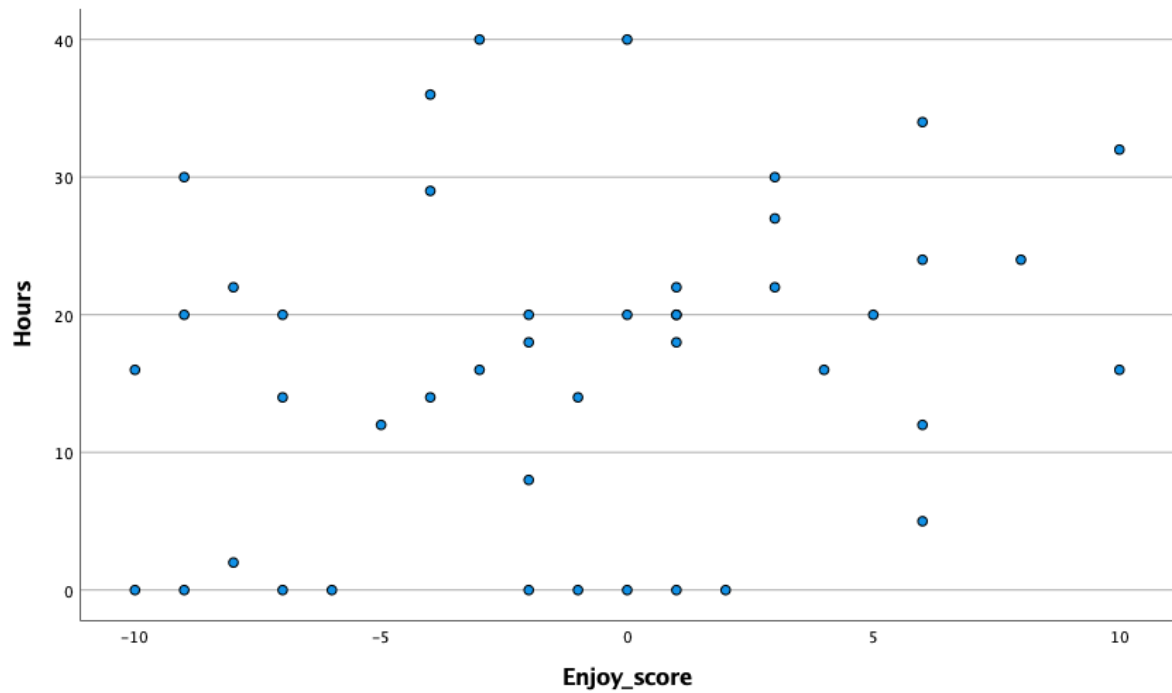
If you need immediate wellbeing/emotional support, financial, legal, non-urgent medical advice or grief support call: 0800 028 3766 and use:

Username: wellbeing

Password: LakeMindCard1

Appendix B

Figure 4: Scatter graph to show the relationship between face-to-face hours and enjoyment scores



Why do students from East Asia find communication on clinical placement in the UK more difficult than home students?

Kirsty Millar

k.millar2@herts.ac.uk

Abstract

There are an increasing number of students who are choosing to study healthcare in the UK from abroad and in particular from Asia. A number of these students are completing the first-year module practical assessments but are unable to successfully complete the essential placement element of the course. The number of students is small, but the impact is significant as they have moved to a new country to gain a professional qualification.

Utilising a literature search, this article will discuss various issues and challenges that the students face during the course including the learning styles of healthcare students and students studying in second languages, the culture and communication differences in the United Kingdom in both the university and placement settings. Any articles discussing additional induction programmes for international students will also be considered to review if this could be used within the current course.

The literature suggested elements that could be included into the course to aid the experience of international students. Introducing the students to the healthcare environment before placement may also improve the integration for some domestic students and the increased cultural discussions may also increase some domestic students' outlook before treating patients who come from a wide variety of backgrounds and cultures.

Background

The number of students from East Asia on the course has increased over the past few years, with links deliberately made and potential students are encouraged to consider studying in the UK. This trend is replicated across the United Kingdom, with the Higher Education Statistics Agency (HESA 2021) reporting the number of students from China attending any course in the United Kingdom (UK) has increased from 45,000 in 2010/11 to almost 105,000 in 2019/20.

Within the current healthcare course, the students from Asia are generally able to pass multiple objective structured clinical examinations (OSCE) comprising of a viva voce (VIVA) element in which the student needs to be able to discuss a specific condition with medical terminology, and a practical skill demonstrating an understanding of the skill with theoretical knowledge. To pass all the modules in the first year, the students are also required to pass an assignment and an online test. The students also need to pass a placement working in a clinical area to progress onto the second year (University of

Hertfordshire 2021a). The students from Asia pass the oral examinations, but a small number are unable to pass the clinical placement mainly due to communication problems with both the qualified staff and patients. Whilst it is only a small number of students affected, the consequences are significant, as not only have they moved to the UK for the course, but due to not being successful on the placement they will also have lost their career. Killick (2018) discusses the importance of not causing disadvantage to a group or an individual student within Higher Education to promote equity and therefore it is important that the students are supported more effectively during their course so that they achieve their potential.

To gain a place on the course the students need to have a good level of English as determined by the University (University of Hertfordshire 2021b) and are invited to a non-compulsory session with a lecturer to help with their conversational English. During tutorials and practical lessons, the International Students are mixed with the home students in small groups and are required to attend all online lectures, tutorials, and in-person practical sessions.

This article will investigate whether there is any pedagogic evidence and approaches to improve the support of this group of students. The main issue identified is the difficulties that the students experience in the assessment of their communication skills whilst on placement, but the wider issues of the students' studies will also be considered. In particular, the learning styles of physiotherapy students (science students) and of students learning a new language will be discussed, as well as any cultural differences that may affect the performance of the students whilst on placement.

Learning Styles

Whilst there is debate over the reliability of learning styles of different students in different situations (Howard-Jones 2014), there have been several studies reviewing the learning styles of physiotherapy students. Mountford et al. (2005) reviewed the learning styles of physiotherapy students at the beginning of their course and found that the most common learning styles were 26% reflectors, 17% reflector/theorist and 16% activists whilst, Hess and Frantz (2014) found that the physiotherapy students in South Africa demonstrated a preference for feeling, kinaesthetic and visual-verbal learning and Milanese et al. (2013) reviewed the learning styles of a cohort of Australian physiotherapy students whilst on placement using the Kolb's Learning Style Inventory, demonstrating a preference for theoretical learning before applying the knowledge to the patient and were more in favour of Converging, Assimilating and Accommodating styles.

This suggests that the students have different learning styles in different situations through the course, which is also supported by McLeod (2017) who states that the learning style can be altered depending on the environment. The physiotherapy course does provide a range of learning styles by allowing students to review the slides before the session

(reflector/theorist), for each module providing the lecture (theory) followed by the tutorial (visual-verbal) with small group work allowing tasks to be completed and fed back to the group and ending the week with the associated practical skill (kinaesthetic). Problem based learning (PBL) is employed on the course by introducing the students to patient scenarios, which has been shown to support cognitive constructive learning (Schmidt et al. 2019).

The above papers reviewed the learning styles of students undertaking a physiotherapy course, but none of the articles discuss whether the studies included domestic or international students. Moenikia and Zahed-Babelan (2010) selected 112 students to review their learning styles when learning a new language. The students with a preference for social, verbal and aural learning styles had an improved performance in the second language. Elani et al. (2008) studied the learning style of Greek students studying a variety of courses and learning English as a second language. An interesting difference was demonstrated between the arts students and the science students, with the science students who preferred convergent styles of learning, performing better on three verbal fluency tasks. This suggests that the science students will learn the new language better by thinking and doing.

Another interesting element of learning in another country was investigated by Li et al. (2013) who reviewed the learning styles and cultural intelligence (CQ) of leaders of international businesses and Chinese or Irish business school graduates and how they adapt to understanding different cultures. The results demonstrated that the length of time spent in a different culture made a positive difference to CQ, which was more significant in those who scored as divergent learners on the Kolb questionnaire. The majority of the students from Asia have not visited the UK before their course starts and if the above evidence around the learning styles for both physiotherapy students and science students preferring convergent learning styles, these students not only need to learn the theory and practical skills in a second language, but also need to learn the new culture when in university, potentially adding to the stress during the first year of study. When on placement, the students need to not only adapt to the healthcare setting but will also need to analyse patient information and problem solve with their educator which may require a more divergent style of learning (Biggs 2006) which may affect the ability of some students who have preferred the convergent style in the classroom and year 1 assessments.

Bonwell and Eison (1991) describe the importance of active learning in the classroom. Within the physiotherapy programme, the students are encouraged to engage with a variety of active learning including role modelling with one member of the group being the patient and the other the professional, peer teaching especially during the online sessions and simulation is used intermittently. During the role modelling, the students are encouraged to practice introducing themselves to the patient and consider what terminology they will use when instructing a patient. This should aid both the students who are not used to speaking to patients who may be from other generations or cultures to their own, but the

international students will also be able to practice speaking to ‘patients’ before starting placements.

Killick (2018a) discusses the effect of transformational learning being greatest in minority groups due to the construction of courses in the West. The courses are assessed allowing the students to rote learn information, which is more associated with a style of learning in schools in the East. This repetition can however, lead to a deep understanding of the theoretical knowledge. This is further added to by the governing bodies of the profession, which require certain standards to be achieved prior to qualification and therefore the ability to work in the United Kingdom (hcpc 2021). The assessments are generally also governed, ensuring that the students will be able to provide safe and effective treatment to patients (hcpc 2021). Culturally relevant pedagogy (CRP) has been developed in the United States of America and further developed by Killick (2018a) to Critical Intercultural Practice (CIP). CIP could be applied to international students and could be employed to aid all of the students to understand other cultures which would not only help the students to understand each other better but would also be beneficial when the students are on placement and need to interact with patients, relatives and staff from a wide variety of backgrounds and ethnic groups.

Guiding Principles for Critical Intercultural Practice (Killick 2018a)

Students must experience academic success.
Students must develop and / or maintain their cultural and intercultural competence.
Students must develop a critical consciousness through which they challenge the status quo of current social orders locally and globally

Cultural Differences

Penman et al. (2021) and Biggs (2006) highlight the stresses associated with international students studying in a different culture and academic system. It is argued that international students from a similar culture such as North America or Australia do not have the same adjustments as students from for example China. Stress can be caused by adjusting to daily routines, trying to meet the expectations of their families and for healthcare students familiarising themselves with an unfamiliar healthcare system. Penman et al. (2021) devised a programme for international healthcare students and reviewed the thoughts of the participants through questionnaires. They identified that the new students felt lonely, anxious and struggled to fit in both academically and socially. The students who volunteered to be mentors were keen to participate following their own experiences and to support the new students, therefore increasing the pastoral support of the new students. The results of the programme, despite having small numbers were very positive.

Martin et al. (2013) highlights the importance of treating the members of a cultural group as individuals and not as all having the same perspectives and motivations. The societies that the individuals are in may influence the motivations of individuals. Martin et al. (2013) reviewed high school Chinese students who live and are educated either in China, Hong Kong or Australia utilising the Motivation and Engagement Scale to investigate whether the students demonstrated any differences. It was shown that within this study that there was no difference in the students' motivation and engagement, but there was a difference in the 'degree' of motivation indicating that there was an effect caused by the country in which the education was undertaken.

Li et al. (2013) highlight the effect that living in a new culture can have on students including having to adapt to the new culture, improving communication and developing new relationships. The international students need to develop cultural intelligence to living in the UK and attending a university, but when they go on placement, they will be exposed not only to the healthcare culture, but also when treating patients, they will be exposed to people from multiple cultures. Whilst many of the domestic students will also be exposed to a cultural challenge associated with moving to university and working in a healthcare setting, they do not also have the additional challenges of general cultural knowledge of living in the UK that the international students also need to adjust to. This may include discussing shopping, local customs, finances, UK holiday destinations, thus deepening the enculturation of the students. When building a rapport with a patient, being able to discuss nontreatment topics can help to build a link with a patient who may be from another generation or culture, as acceptable language may be different across different groups of patients (Neal 2011). International students may therefore find this relationship building more difficult if they are less familiar with slang / formal language.

Another consideration for international students is how they assimilate with their peers and therefore feeling more integrated on the course. Killick (2018a) discusses how having a greater diversity and background of students on a course can improve the experience of the white students, although there is a reluctance for domestic students to work equally with students from a different group (cultural, ethnic, etc). For the students from Asia, the first year of studies involves only minimal group assessment, but there is regular tutorial group work which involves small groups working on tasks together. It is important to ensure that stereotypes are not enhanced and that the international students are not alienated during group work and could result in a decreased confidence (Penman et al. 2021) in language and ability before beginning placements. As the programme progresses, the students will be assessed in allocated groups for interprofessional education modules and research projects, however the students will have been within the UK culture for 18 months and should feel more settled within the year group and culture.

Biggs (2006) discusses the motivation for students to study: extrinsic motivation, social motivation, achievement motivation and intrinsic motivation. Extrinsic motivation is the

outcome of the course/module/placement and ideally the student is aiming to pass and therefore will feel motivated. During the interview process the students are asked about their understanding of physiotherapy and if they are unaware of the expectations, they will be advised to gain more experience before reapplying for a place on the course. Social motivation is caused by the student wanting to impress/please someone else. This could be a family member, a teacher, or another respected person. Achievement motivation arises from competition against other students and wanting to be better than others, as most students are not with other students whilst on placement, this may lead to the student comparing themselves to qualified members of the clinical team. Intrinsic motivation is reliant on the student enjoying the task and wanting to improve their performance.

An alternative to students studying in a foreign country is to support the students to learn in their own country. Grimmer et al. (2005) reviewed the effect of an Australian University providing training of physiotherapy students in a Filipino University. The lecturers travelled from Australia to the Philippines to teach the students. The students were able to progress and not only pass the course, but several were also then employed by the university to teach the new cohort. Teaching the students in their own culture allowed them to be able to apply the experiences of the Australian lecturers to their own communities when on placement. This can be an option for UK courses, but it is important to ensure that colonisation doesn't occur as we export programmes to other cultures.

Investigating how cultural issues are taught may assist in helping international students to understand the culture in the UK. Te et al. (2019) reviewed how cultural issues were taught across Australian and New Zealand undergraduate physiotherapy programmes, determining that cultural issues were included in the courses however, there was variation in the delivery of the information (often didactic) from specific sessions covering the cultural issues to having the discussion taking place as an integral part of the course, and some staff indicated that it was an unimportant element for the students in qualifying as professionals. More positively, Bolton and Andrews (2017) deliver a course for Australian physiotherapy students that is designed to increase competence strategies for treating indigenous Australians. The students were provided with lectures and a visit to a museum to understand the history of the Indigenous population. The students reported that the visit helped them to consider issues that they wouldn't have thought about and a deeper understanding of why the Indigenous population would have a mistrust of the white population. Demonstrating that students can be educated about different cultures prior to being introduced to patients but may find an immersive experience more beneficial.

Durey et al. (2017) surveyed a group of radiotherapy staff who had signed up for a course designed to increase the healthcare staff's knowledge and understanding of the Aboriginal population around a diagnosis of cancer. The participants were questioned before, after and at 2 months following the workshop about their confidence in building relationships, communicating and awareness of Aboriginal beliefs/culture. The 39 participants that

completed the three questionnaires demonstrated an increase in confidence. There are a few limitations with this study, not only are there small numbers of participants, but the professionals are being asked their opinion and whilst this is important as they will be able to speak more confidently with the patient, the patient group are not asked about their experience and whether this alters following the workshop. The authors (ibid) do comment that the participants that returned all questionnaires were the health professionals that stated initially that their confidence was increased, therefore potentially swaying the results. This does suggest that there is an opportunity to improve the students' confidence when speaking to patients.

Killick (2018) discusses cross cultural capabilities with reference to communities that are subsequently developed. Communities can help the student to identify with a group, which in the classroom it is developed by all students being encouraged to mix with different students to develop a community with their peers. Once the students leave the classroom however, the students develop their own communities for studying or social activities. Penman et al. (2021) encourage the development of relationships to aid the well-being of the student and therefore to better manage the stresses of the course.

A further consideration could be how the students are taught in Hong Kong versus the UK. Biggs (2006) describes the cultural effect of teaching styles in the West and in Confucian heritage cultures (CHC). The students from CHC are shown to be more deep learners which is in contrast to the assessment methods of the West which generally rewards rote learning. One different group of students were medical students in Australia who were educated utilising problem-based learning (PBL). As a course, PBL is used regularly to aid the students' understanding of patients and to improve their clinical reasoning skills. The students in the first year are expected to learn more anatomy and physiology which needs to be understood and applied, however this information can be rote learned which may benefit the students from the West. During the second and third years, the students will be required to consider more application of the knowledge and clinical reasoning to a patient or clinical situation, which is also the assessment style on clinical placements where the students will be assessed on obtaining information on a patient, applying their knowledge and being able to clinically reason a treatment plan. This requires the student to apply the information quickly, which according to Biggs (2006) would advantage the students from CHC due to the deeper understanding of the topic, however the current students appear to find the placement harder.

Barrett et al. (2004) compared students from the United States of America and Poland to determine whether there were any cultural differences between the groups of students in relation to whether they would respond to a survey, indicating individualism/collectivism (IC) and individual-collective primacy (ICP). The outcome was that reviewing the cross-cultural motivations and not just cross-cultural behaviour can indicate variation within a

nation more than across nations. This is important when we are discussing students from a particular country / culture.

A physiotherapy student who worked in another culture, reflected on their own experience. Unevik et al. (2012) realised that their perceptions of their own culture could only be fully considered having experienced another, which is further supported by Litzelman et al. (2017) who reviewed the experiences of American medical students that had completed an elective placement in Kenya. As well as reflecting on the different healthcare systems, the students felt that it was a transformational experience. It may be useful to ask the current students (domestic and international) about the cultural experiences on placement, which may allow for improved preparation for this section of the course.

Communication

Ramsden (2003) identify communication skills and the ability to develop relationships as an essential quality in an effective learners' personality. The Chartered Society of Physiotherapy (CSP)(2021) also state that physiotherapists need to have 'good interpersonal skills' and to be able to 'motivate and support' patients. Therefore, both within the university and when on placement these skills are vital.

Elder and McNamara (2016) reviewed the feedback from qualified physiotherapists when reviewing student communication in two settings: a simulated treatment and in the hospital setting. 12 professionals observed 3 students in the simulated video and 14 supervisors observed 16 students in the hospital setting. The results demonstrated that the feedback to the students on the placement was more vague, especially if a patient was still present, but the feedback from the clinicians that watched the simulation was more specific, for example a discussion around elements of building a rapport with a patient such as using slang, understanding the patient's joke and facial expressions. There was no consensus on the language for specific purposes (LSP), however they do state that the standard of English was good amongst the students as they had been required to pass Occupational English Test (OET) prior to starting their studies. The LSP had been reviewed in a previous paper (Elder et al. 2012) where qualified doctors, nurses and physiotherapists reviewed videos of students communicating with a patient. The feedback tended to be around the clinical performance and not specifically about the communication, therefore highlighting the need to further identify what is expected in good communication.

Biggs (2006) suggest that students from Asia are more active orally in student led tasks than in tutor led sessions. This can be utilised during tutorial and practical sessions by providing the students with opportunities to discuss topics/questions before feeding back to the group and lecturer. Biggs (2006) also suggests not using colloquialisms during teaching. Within medical courses, it is essential that the students learn and can use the medical terminology as the students need to be able to demonstrate in oral assessments and to communicate with colleagues. This may demonstrate exclusion initially, but to be able to

work clinically the students need to be able to communicate effectively with all staff. But when the students are on placement, they also need to be able to communicate with patients who will speak with different accents and use local terminology. Other suggestions such as making recordings of lectures available, visual aids are all provided as these will also assist students with learning difficulties.

Options for change within the course

Penman et al. (2021) a programme to aid the development of relationships, change management and resilience,
A programme involving domestic and international students to investigate different cultures
An opportunity to meet and talk, in an informal way, to non-students for example residents in a nursing home who do not have communication or memory issues / experts by experience
Provide all International students on the course with a questionnaire to determine any specific issues relating to moving to and studying at the current university/course that can be addressed within their induction and first semester.
Review the cultural aspects of the course with feedback from the students to evaluate their perception of cultural diversity.

Conclusion

The students that decide to study in the UK are motivated to succeed having moved to another country to study and have an adequate level of English. The culture within a hospital environment with the added pressure of more accents, dialect and colloquialisms can lead the students to find communication in the placement environment overwhelming. Whilst the course encourages the students to work with other students, the community felt by certain groups of students results in them spending more social time together, limiting their exposure to the culture of the UK. The additional stresses of studying abroad can also result in a limited social and academic success.

A programme to help the students to integrate could be researched. This could include encouraging the students to visit elderly people in a day centre / residential care, having talks from local people about life in the UK to help the students to be able to have small talk with patients or volunteering at a school to assist children.

Further areas to investigate are whether physiotherapy students have a specific issue with communication on clinical placement, whether this is a general health care course difficulty or whether other courses that require placements in other industries also have students who struggle with communication in the workplace.

References

- Barrett, D.W., Wosinska, W., Butner, J., Petrova, P., Gornik-Durose, M. and Cialdini, R.B. (2004) 'Individual differences in the motivation to comply across cultures: the impact of social obligation'. *Personality and Individual Differences*, 37 (1) pp 19-31.
- Biggs, J. (2006) *Teaching for Quality Learning at University*, 2nd Edition, Maidenhead: Open University Press.
- Bolton, J. and Andrews, S. (2017) 'I learned more than from any lecture' – Indigenous place and space for teaching Indigenous health to physiotherapy students'. *Physical Therapy Reviews*. 23 (1) pp 35-39.
- Bonwell, C.C. and Eison, J.A (1991) 'Active Learning: Creating Excitement in the Classroom, ASHE-ERIC Higher Education Report No 1. Washington D.C.'. Washington: The George Washington University.
- Chartered Society of Physiotherapy (2021) 'Career FAQs'.
- Durey, A., Halkett, G., Berg, M. Lister, L. and Kickett, M. (2017) 'Does one workshop on respecting cultural differences increase health professionals' confidence to improve the care of Australian Aboriginal patients with cancer? An evaluation'. *BMC Health Services Research*. 17 (1) pp 1-13.
- Elder, C. and McNamara, T. (2015) 'The hunt for 'Indigenous criteria' in assessing communication in the physiotherapy workplace'. *Language Testing*. 33 (2) pp 153-174.
- Elder, C., Pill, J., Woodward-Kron, R., McNamara, T., Manias, E., Webb, G. and Mccoll, G. (2012) 'Health Professionals' Views of Communication: Implications for Assessing Performance on a Health-Specific English Language Test'. *TESOL quarterly*. 46 (2) pp 409-419.
- Eleni, A., Georgia, A and Filippou, V. (2008) 'Learning Styles and Performance in Second Language Tasks'. *TESOL quarterly*. 42 (4) pp 665-674.
- Grimmer, K., Suarez, C., Agcaoili, J., Chipchase, L., Hillier, S., McEvoy, M and Milanese, S. (2005) 'Teaching Filipino Physiotherapists On-Shore: An Asutralian-Filipino Collaborative Postgraduate Health Education Initiative'. *Education for Health*. 18 (2).

Hcpc (2021) *health and care professions council About us*.

HESA (2021) *Where do HE Students come from?*.

Howard-Jones, P.A. (2014) 'Neuroscience and education: myths and messages'. *Nature Reviews Neuroscience*. 15 pp 817-824.

Killick, D. (2018) 'Graduates in/for a multicultural and globalising world'. *On the Horizon*, 26 (2).

Killick, D. (2018a) 'Critical Intercultural Practice: Learning in and for a Multicultural Globalizing World'. *Journal of International Students*. 8 (3) pp 1422-1439.

Li, M., Mobley, W.H. and Kelly, A. (2013) 'When Do Global Leaders Learn Best to Develop Cultural Intelligence? An Investigation of the Moderating Role of Experiential Learning Style'. *Academy of Management Learning and Education*. 12 (1) pp 32-50.

Litzelman, D.K., Gardner, A., Einterz, R.M., Owiti, P., Wambui, C., Huskins, J.C., Schmitt-Wendholt, K.M., Stone, G.S., Ayuo, P.O., Inui, T.S. and Umoren, R.A. (2017) 'On Becoming a Global Citizen: Transformative Learning Through Global Health Experiences'. *Annals of Global Health*. 83 (3-4) pp 596-604.

Martin, A.J., Yu, K. and Hau, K-T. (2013) 'Motivation and engagement in the 'Asian Century@: a comparison of Chinese students in Australia, Hong Kong, and Mainland China'. *Educational Psychology*. 34 (4).

Moenikia, M. and Zahed-Babelan, A. (2010) 'The role of learning styles in second language learning among distance education students'. *Procedia, social and behavioural sciences*. 2 (2).

Milanese, S., Gordon, S. and Pellatt, A. (2013) 'Profiling physiotherapy student preferred learning styles within a clinical education context'. *Physiotherapy*. 99 (2) pp 146-152.

Mountford, H., Jones, S. and Tucker, B. (2005) 'Learning Styles of entry-level physiotherapy students'. *Advances in Physiotherapy*. 8 (3).

Neal, D. (2011) 'Can you afford to ignore generational differences? Adult consumers span four generations. Does your staff have the understanding to connect with all of them?'. *Behavioural Healthcare*. 31 (4) pp 58-60.

Penman, J., Malik, G., Chu, M.Y.E., Kett, G., Hampton, K., Thomacos, N., Ebrahimi-Zanjani, M., Zhong, Y. and McKenzie, W. (2021) 'Empowering International Students to Succeed: An Innovative and Beneficial Initiative for Health Professions'. *Journal of International Students*. 11 (4) pp 832-852.

Ramsden, P. (2003) *Learning to teach in higher education*. London: Taylor and Francis Group.

Schmidt, H.G., Rotgans, J.I. and Yew, E.H.J. (2019) 'Cognitive Constructive Foundations of Problem-Based Learning'. In Moallem, M., Hung, W. and Dabbagh, N. (2019) *The Wiley Handbook of Problem-Based Learning*. Newark: John Wiley and Sons Incorporated.

Te, M., Blackstock, F. and Chipchase, L. (2019) 'Fostering cultural responsiveness in physiotherapy: curricula survey of Australian and Aotearoa New Zealand physiotherapy programs'. *BMC Medical Education*. 19 (326).

Unevik, E., Wickford, J. and Melander-Wikman, A. (2012) 'From curiosity to appreciating and re-evaluating cultural diversity in physiotherapy: a self-reflective account of experiences and reactions as a Swedish physiotherapy student in India'. *Reflective Practice*. 13 (5) pp 663-677.

University of Hertfordshire (2021a) *Physiotherapy What will I study?*

University of Hertfordshire (2021b) *University English language requirements*.

Strategies to Develop Effective Pre-lecture Preparation in Technical Vocabulary for Postgraduate International Business Students.

Shane McCalister

s.mccalister@herts.ac.uk

Abstract

Post Graduate Study in Financial Control involves the introduction of a significant amount of new vocabulary. This makes progression inherently difficult when English is the students' second language - which is the case for most attending. Increasing their 'Academic Confidence' by pre-learning technical vocabulary will improve the quality of the classroom experience. However, when short pre-reading was recommended a poll test in the actual class showed many of the students did not grasp the basic vocabulary indicating the pre-read was not done or was not effective. A review of educational strategies for engaging and motivating students to improve their understanding and use of technical vocabulary will reveal ways to improve module pre-work engagement. A selection of these strategies will then be prioritised for deployment with students. The vocabulary of any discipline is a vital component for progression. This investigation will conclude with recommendations about how international and second language learners can be better motivated and inspired to engage with pre-class materials thereby improving their technical vocabulary and expanding inclusivity.

Introduction

This study will look at improving the Engagement, Technical Vocabulary and Inclusiveness provided to our Overseas Postgraduates and share the challenges they face. It will bolster this with academic research on the subject including a look at pedagogic theory and how it can help the situation, incorporate data including a simple survey of the students themselves to double-check for their perceptions of the real issues at hand, and will finally make some recommendations for future steps based on the outcome.

The importance of this group of students to the University of Hertfordshire (UH) in the Global expansion of education cannot be understated. UK Universities start in a good position making up 4 out of the Top 10 and 18 in the Top 100 when looking at the QS International Ranking - per QS (2019). University Degrees and Education Exports are financially vital for the UK with UK Education Exports circa £20 Billion, the sector represents almost 940,000 good jobs in the UK per DofE/DofT (2021) further evidence of the importance of this group of students

This literally is a 'survival of the fittest' situation and a strong footing in the international student Master's Degree arena is 'mission critical'. In the School of Physics, Engineering & Computer Science – Postgraduate overseas students constitute 60% of the student body and are responsible for 42 % of total income. Something special clearly needs to be done for

them. “Students spend money to receive education, so that the service should offer ‘Value for Money’” Wang & Wang (2018).

Interestingly while the University Strategy does cover Global Engagement it does not specifically focus on this group of students despite their contribution for the funding of the school and the importance of ‘Inclusiveness’ with this group is missed - Strategy UH (2020). As a university significant good work is done with the BAME group but this key international group is not singled out. The Guided Learner Journey (GLJ) does to some degree encourage “Internationalism”, for example talking about “Using a range of support mechanisms that take account of cultural diversity (Q4.2) - I facilitate my students’ access to study and language support resources.” UH (2012)

For making UH ‘different’ the GLJ provides some good ideas about providing options and in this specific module there are assignments that are deliberately ‘International’ such as a business analysis project that includes options like Tata (India) and Dangote (Nigeria) - ensuring it “Respects Diverse Talents and Ways of Learning” (Chickering & Gamson, 1987). With the Overseas Students language is a primary concern, especially new and technical vocabulary - there are even established methods with a scale available to measure their ‘Language Anxiety’, per Horwitz (2016) showing ‘language’ is important. Engaging the group is also crucial. The paper will now cover related research, ask the students themselves, and then make some recommendations based on that information.

Survey of other research

In Killick (2007) on internationalism is found “As is obvious from the morphology, internationalisation is a process not a product. For a university, internationalisation is the process by which we transform our practice from its current state to a state which is more ‘international’” so clearly UH has a lot of work to do now especially considering “Internationalisation is an institution-wide process, relevant to all students – and to all staff.” (ibid). Another important influence is “the key objective of business students in attending university was the outcome of getting a good degree in order to get a good job. The goal was to get a 2:1. Therefore, assessment became the dominant feature of learning for the student.” Bryson & Hand (2007) which implants the thought that perhaps the assessment process can somehow engage the students in the pre-reads.

Possibly the most important question to ask is “Why they do not do it”?

- They just don’t have time (many are mature students with families, jobs etc)
- They don’t see the point and are nonchalant about it
- It is not ‘the Norm’
- They have never had to do before

- They are tired and can't be bothered
- They think they are doing the lecturers job for them!
- It is going be covered in class anyway so it is a waste of their time.
- Or worryingly they think the author is going to help them pass anyway and are insouciant

There may indeed be a plethora of other reasons "*why they do not do the pre-work*" and the mini survey included here will investigate this.

A review of the different key learning styles and how they might help this group is useful at this stage. Kolb (2014) talks of Concrete experience and Reflective Observation which researching this information on their own will do for the students, the idea would be then to head to the Levels of Abstract Conceptualisation and Active Experimentation armed with a basic understanding. Honey & Mumford (1986) have four main learning styles they talk about including Reflector, Theorist, Pragmatist and Activist – the reality is whichever of these aligns with each student in this group will require the basic information such as vocabulary and Technical Jargon before progressing to a higher state.

Fleming (1992) talks about finding a catalyst that would 'focus students' attention on ways they address information' which is exactly what is being looked for here. He talks about Visual (V), Read/Write (R), Aural (A) and Kinesthetic (K) modes of disseminating information leading to the Acronym VARK, and a survey that provokes students to reflect on their study process, he also talks about 'encouraging teachers to use a variety of modes in their presentations'. McCarthy (1981, 1987) outlines four types of learners Type 1 who are most interested in "why", Type 2 interested in "what", Type 3 interested in "How" and Type 4 in "if" (or so what)? The observation here is that whatever this investigation leads to must be as inclusive as possible, the learning needs to appeal to all these quite different types of learning styles.

Surveying the key learning theories may also reveal ways to optimise the pedagogic process. Starting with **Behaviourism** which is the oldest and most established of the Classical Theories, it encourages repetitiveness as assisting memory and it "focuses upon assessment, evaluation and feedback, all considered Ideal methods for the transfer of knowledge" as per Al-Shammari (2019), which reminds us of the importance of assessment in learning – perhaps this is part of the solution here. **Cognitivism** – which focuses on mental processes and is more about being self-directed and learning by discovery and analysis which at first glance is a level above what is being talked about here but the encouraging of students to do some research to understand terminology themselves indeed falls into this category. **Constructivism** meanwhile talks of learning from "experiences" and could the small research looking to be placed here be the "hands on" and the pre-learning building. "Constructivist-based instruction firmly places educational priorities on students' learning"

as in Jones & Brader-Araje (2002). Certainly, the engagement in pre-work and the understanding of Technical Terms up front will give the students some small building blocks to further build on. Building around taking specialist knowledge - as in **Connectivism** - sharing it with each other and then constructing knowledge by collaborating and interacting with others. This theory is way above the level being talked about here in terms of learning – again when looking initially - but when considering that many of the students will work with each other and discuss the terminology together – if engaged well enough perhaps by using examples based in their home countries – then to some degree this is also relevant and may indeed foster learning.

All these provide excellent ways to try and understand about how our students are learning. The reality is that students don't really drop into just one of the categories as such – everyone has an element of each of the defined 'learning styles' in their learning processes, as will the international students, and all the 'learning theories' have something to offer. In addition, it can be seen “Assuming that people are enormously heterogeneous in their instructional needs may draw attention away from the body of basic and applied research on learning that provides a foundation of principles and practices that can upgrade everybody's learning” Pashler (2009).

Taking all this together it can be seen that really what is needed is to look at presenting the information in several different ways: visual, audible, hands on and so on. Because by presenting the information in those different ways it triggers the different parts of the brain Increasing potential number of ways the students can absorb the information and it “can draw those brain regions together to help that interconnectivity” (of different parts of the brain) Barefoot (2020). Prework can be Pod casts, mini video, mini journals, screencasts, reading suggestions etc, providing variety to try and entice the students to do it.

In Kinsella et al (2017) is found “Interest in what learners know in advance of entering the classroom and how this impacts their future learning has gathered considerable pace” and such techniques as the flipped classroom are well known to assist with learning. However, this is a class of 150 students and ‘Within the large group setting, lack of engagement is a common area of concern’ Carini et al (2006).

Strategies for Engaging Students with Research & Enquiry within Courses & Programs			
Strategy 1 – Develop students understanding of role of research & inquiry in their discipline	Strategy 2 – Develop students abilities to carry out research	Strategy 3 – progressively develop students understanding.	Strategy 4 – manage students experience of research.

Table Created by writer using Healey et al (2014)

Of course, pre-learning which entails researching of terms encourages students to do some research which Healey et al (2014) tells increases learning. This here is a very basic level of research (Stage 1 in Healey et al (2104) at best) this will none the less encourage the start of the research process which can only be a good thing. The solution offered at the end here must somehow help them to understand the importance of the role of research and enquiry in strengthening their confidence in the subject, thereby engaging them, and developing their abilities and eventually developing their understanding.

Clearly, this study is not yet talking along Boyer's Scholarships of Engagement (Discovery, Integration, Application/Engagement & Teaching and Learning) (ibid) but the journey has begun.

The students just don't do the pre-work – no matter how politely one explains how important it is, or even begs them to do it, so we need a process that will make it happen. The only activity that 100 % of students do is graded assignments as per Brown (2005) "We may not like it, but students can and do ignore our teaching. However, if they want to get a qualification, they have to participate in the assessment process as we design and implement." This then leads to logically needing to make the pre-work part of the assessment process, but to really engage our students asking them how/what they would like should be done as per UDL (2014) will further engage them, which leads to a simple survey.

Data gathering process

There are many ways to collate information, perhaps doing deep dives and creating extensive data and information analysis, however, this investigation wants to keep things simple and to try to use some data already at hand to give the research at least a modicum of Quantitative analysis (scientific and objective) with some numerical data to reach the optimum actions and conclusion. That said there will be some Qualitative (thematic and intuitive) aspect to the review for example how the author intuitively picks what to review in the students' A3's which is subjective. The Qualitative Approach uses words, images, experiences, and observations that are not specifically quantified as per O'Leary (2017) and points out it is always a good idea to look at several sources of information in researching.

Four different forms of data will be used here:

- (i) **Mentimeter Multiple Choice Quiz (MCQ)** (sample 42) on very specific "Technical" Terms Students were asked to Pre-read. (*This looks at how well the Pre-read is done now*)
- (ii) **Review of A3's** (sample 120) an A3 is a simple tool developed by the Lean Manufacturing Sensei Taiichi Ohno - which forces one to summarise all one's thoughts on a subject and plan to improve on one page, thereby eliminating unneeded verbosity and redundant information. The A3 here is done on Their Personal Academic Improvement Plan – 'How they would improve their performance on their Master's

Degree and the Financial Control Module in particular'. The reports (which encourage root cause analysis) were reviewed for comments about challenges students mentioned they faced that are relevant to this research. These root causes were then collated into 3 categories

- Language or terminology is an issue.
- Financial Control is a totally new subject to them.
- The University Teaching Style is different to that of their prior educational establishment.

The percentage of students (out of a sample of 120) that raised these specific issues was then calculated. *(This is an anonymous look inside the actual thoughts of the students themselves on the challenges they face)*

(iii) **Course Feedback** (sample approx. 20 students fed back) done mid-term via anonymous process *(only comments relevant to this paper – again helps show what the students think is important to them)*

(iv) **Simple Student Survey** (sample 51 - see Appendix A for graphical representation and raw data, and Appendix B for the actual survey) - following the Protocol-Reflective-Practitioner-work-by-Academic-Staff UH (2021). Few people like doing surveys therefore the focus was to keep it short and simple. The Simple Survey is the right tool to use here as every week the perfect group of international students that this journal is trying to help is available to do it. *(To get feedback on what the students themselves think would help them)*

There are, quite rightly, significant restrictions on what can and cannot be done in terms of surveying the students as detailed in the University Policy and Regulations (UPR) UH (2021). These basic pieces of Data whilst simple may help guide the direction to travel literally using the "Student's Voice" as a guide. This data gathering is being done to see if a simple improvement to what is being done now could better serve the students and create a more inclusive environment. It is very exciting to try and make the module better with real, anonymous student input. The step may be small with just this kind of data but all major journeys start with small steps.

Analysis of data

Please see Appendix A for Graphical Representation and Raw Data

(i) **Mentimeter MCQ on Terms Students were asked to Pre-read**

19 out of 42 correct - 45 % for a straightforward technical question indicates that 55 % of students likely did not do the pre-read or did not do it properly– reinforcing the importance of increasing engagement in and improving the process.

(ii) Review of A3's on Their Academic Improvement Plan

Looking at this feedback clearly Language and Terminology is a significant concern to the students (24%) as is the New Style of Teaching at the University (29%). Many (42 %) talk about the newness of Financial Control being a challenge. All this data reinforces the need to do something different and the importance of understanding and learning the new language of Financial Control

(iii) Course Feedback

suggests students are clearly struggling with the subject and talk about it being “difficult to understand” which again suggests looking at helping them with the terminology, one student does comment that learning the financial terms before class is “really beneficial”.

(iv) Simple Student Survey

1. **“Do you do the Pre-reads?”** – most students do the pre-read at least some of the time but a significant number 18 % rarely or never do it, while 82 % do it all or some of the time.
2. **“Why do You not do the Pre-read?”** – Time and forgetfulness make up the bulk of the reasons why they do not do it. Some students said it was hard without the lecture and one said they did not know how to do it so perhaps a small session on how to pre-read is worth considering. Clearly time is a factor on all of this and whatever is implemented needs to be time efficient for them to do.
3. **“Does the Pre-read help?”** This the author thought was the most encouraging piece of data as 98 % said it helped some or quite a lot so what is being researched here is worthwhile.
4. **“How would you prefer to do the pre-work”** – students’ feedback was a glossary to look up themselves (26%) or pre-read (14%), a podcast (10%) and a video (50%) on the Technical Vocabulary would help.
5. **“Would you do the Pre-work for Grades?”** – very interestingly the percentage saying they will do it (Always or Sometimes) if it is worth some of the module grade drops from 82 % with no grade attached to 76 % with grades attached which is the opposite of what was expected based on the research so far giving food for thought and this may well be worth further exploration.

Looking at all the data now, in relation to UH guidelines, to help Students, the Learning Facilitators must enable the students to be independent, by creating a Learning Environment to involve them in research (even if just a little) and thereby increase inclusiveness in the learning environment as they will have more tools at their disposal.

Summary & conclusion

When starting out on this paper the author wanted to use this process and the associated energy and focus to generate ideas using pedagogic theory to come up with something, no matter how small, that might make a difference to international students to increase their engagement with the modules and in some small way enhance inclusiveness thereby 'improving their experience' at our university as laid out in the Inclusive Curriculum and Guided Learner Journey, UH (2019)

"Enthusiasm by the teacher for subject and process gives rise to more engagement". Bryson & Hand (2007) reminds the writer of the importance of thinking how to get students more excited about the subject and in turn perhaps doing the pre-work by bringing a high level of enthusiasm about the subject to class.

When reviewing this process with a colleague who is familiar with Financial Control and who is also a Postgraduate Student and an ESL learner, the colleague thought this simple process was potentially 'game changing' and it became clear that this could indeed be a small but important part of the building blocks required for UH success and the data clearly shows that the pre-read of the terminology helps the students and that they would like it in video form

A potential procedure considering everything discussed herein is:

1. Issue the list each week – 6 to 8 Technical Vocabulary terms that will be in next week's teachings
2. Put a simple, short video on canvas for them to watch outlining the Technical Vocabulary terms
3. Set an Assignment Weekly to then fill out their own online Glossary Dictionary using the information from that video.
4. Tie this to grades for just 1 % of module per week (10 % Total) to help with engagement.

This then can be trialled and the results shared with the Program. The possibility of creating podcasts in addition to video on the harder subjects covered will also be considered.

The author recalls early training at Amazon as a new Senior Manager in which a Glossary of Jargon was shared with new employees to learn the Amazon Company Language. The parallel here is clear and this glossary might just give the students the confidence they need.

The outcome is a practical example of simple research for 'Assessment for Learning' as per Wiliam, D. (2011). If this activity encouraged all the module leaders to do the same it could potentially improve all modules, and students might well do the pre-work almost instinctively as it would then be 'the norm'. The outcome is simple and there is no reason

why the process cannot be implemented, raising engagement, improving the students experience by having them do a little research and giving them Technical Language confidence - thereby increasing inclusivity.

Small step it may be but with many of these small steps we could as per Barnett, R. (2010) "Then let us dare to imagine a new kind of University".

References

Al-Shammari, Z., Faulkner, P., and Forlin, C. (2019), 'Theories based Inclusive Education Practices.' *Education Quarterly Reviews*, 2(2) pp 408-414.

Barefoot, H. (2020) The Neuromyth of Learning Styles, *Module 7EDU1104-0901-2020 Canvas Units, Topic 2 - Student learning, Learning Theories and Practice plus Lesson Planning*,

Barnett, R. & Barnett, R. (2010). *Being a University* [online], Milton Park, Oxfordshire: Taylor & Francis Group.

Brown, S. (2005) 'Assessment for Learning'. *Learning and Teaching in Higher Education* (1). pp. 81-89.

Bryson & Hand (2007) 'The role of engagement in inspiring teaching and learning.' *Innovations in Education and Teaching International* 44 (4) pp 349-362

Carini R., Kuh G. & Klein S. (2006) 'Student Engagement and Student Learning: Testing the Linkages'. *Research in Higher Education* 47 (1)

Chickering, A & Gamson, Z (1987), 'Seven Principles for Good Practice in Undergraduate Education'. *AAHE Bulletin*. (March) pp. 3-7.

DofE/DofT (2021) *International Education Strategy: global potential, global growth* (pp 3 - 4).

Fleming, N.D. (1992) 'Not another inventory, rather a catalyst for reflection'. *To Improve the academy*. 11, pp 137-155.

Healey, M., Jenkins, A. and Lea, J. (2014) *Developing research-based curricula in college-based higher education*. York: Higher Education Academy.

Honey, P. & Mumford, A. (1992) *Manual of Learning Styles*. Honey, Maidenhead, UK.

~~Horwitz, E. (2016) 'Reflections on Horwitz, Preliminary Evidence for the Validity and Reliability of a Foreign Language Anxiety Scale.' *TESOL Quarterly* 50 (4) pp 932-935.~~

Jones M. & Brader-Araje. (2002), 'The Impact of Constructivism on Education: Language, Discourse, and Meaning.' *American Communication Journal*. 5 (3-Spring).

Killick, D (2007) 'Internationalisation of the curriculum: cross-cultural capability and global perspectives' *Teaching & Learning Journal*, 2., pp 35 - 40.

Kinsella G., Mahon C. & Lillis S. (2017) 'Using pre-lecture activities to enhance learner engagement in a large group setting.' *Active Learning in Higher Education*. 18 (3) pp 231-242.

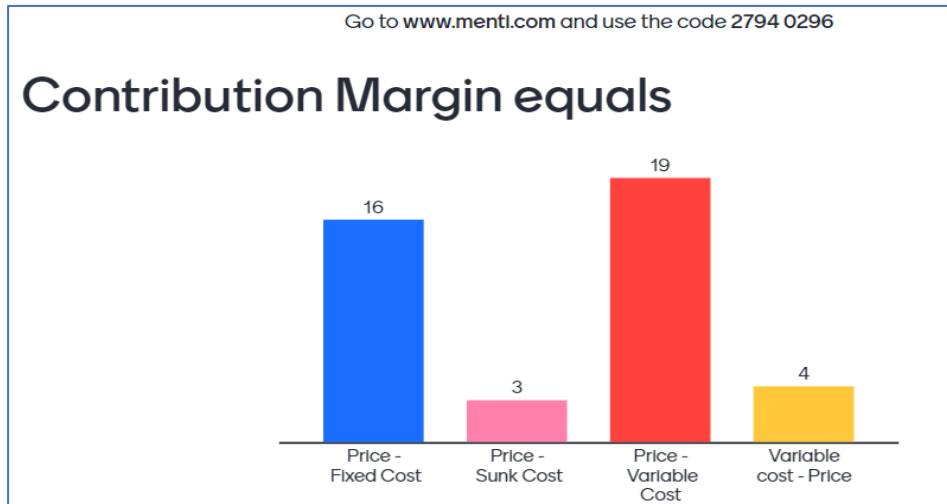
Kolb, D. (2014), '*Experiential learning: experience as the source of learning and development*' 2nd Edition. Upper Saddle River, New Jersey, Prentice-Hall pp 68-108

McCarthy, B. (1987) *The 4MAT System: Teaching to Learning Styles with Left/Right Mode Techniques*. Excel Inc. Barrington, Il.

O'Leary, Z. (2017) *The Essential Guide to doing your research project* 3rd Edition. Sage, Los Angeles, CA

- Pashler, H. McDaniel, M. Rohrer, D. Bjork, R. (2009) 'Learning Styles: Concepts and Evidence' *Psychological Science in the Public Interest*. 9 (3), pp 105-119
- QS (2109) *QS World University Rankings*.
- UDL (2014) *Universal Design for Learning in Higher Education*
- UH (2012) *Curriculum Design Toolkit*
- UH (2021) *Protocol for Reflective Practitioner Work by Academic Staff*
- UH (2020) *STRATEGIC PLAN 2020-2025*
- UH (2019) *The Inclusive Curriculum and Guided Learner Journey*
- UH (2020) *University policy and regulations (UPRs)*
- Wang & Wang (2018), 'The Erosion of UK Higher Education: "Are Students Our Consumers?"', *Canadian Social Science*, 14 (7) pp. 59-64.
- William, D. (2011) 'What is assessment for learning?', *Studies in Educational Evaluation* (37) . pp 3-14.
- Wanner, T. (2015) 'Enhancing Student Engagement and Active Learning through Just-in-Time Teaching and the use of PowerPoint', *International Journal of Teaching and Learning in Higher Education* 27 (1) pp 154-163.

- (i) **Example Mentimeter MCQ on Terms Students (42 in number) were asked to Pre-read**
– done 10 November 2021 (The correct answer is Price-Var Cost)



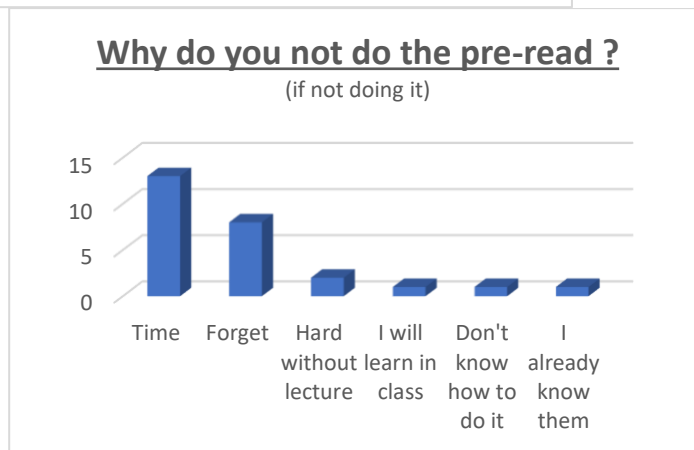
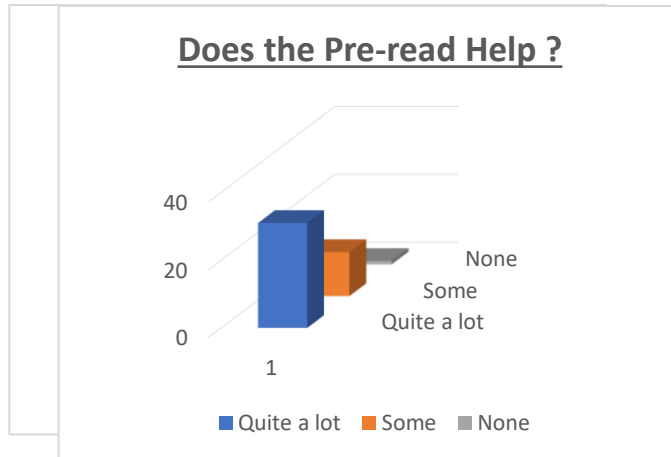
Graphic Created
by Writer

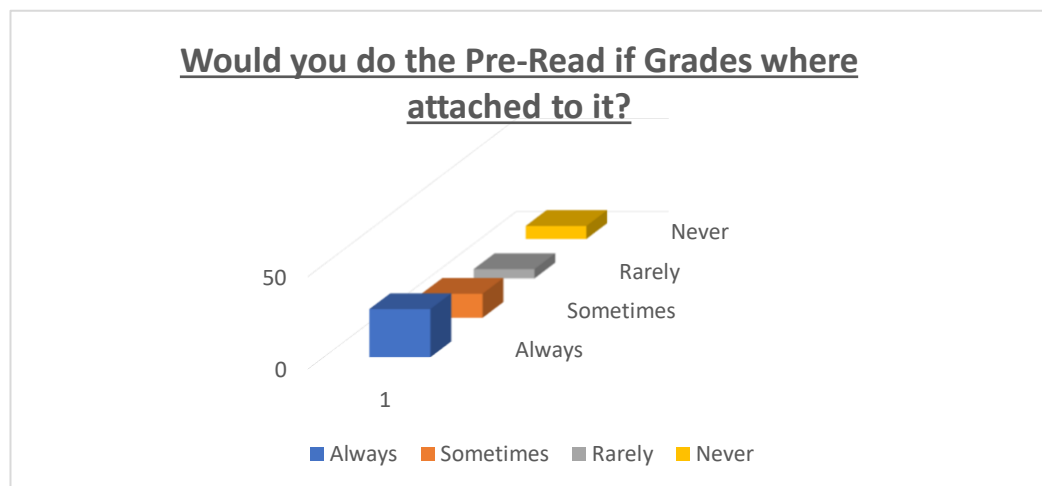
(Screen snip
from
Mentimeter)

- (ii) **“Challenge” Category 1** - Language or terminology is an issue = 24 %.
“Challenge” Category 2 - Financial Control was totally new to them = 42 %
“Challenge” Category 3 - The University Teaching Style is different to that of their prior educational establishment = 29 %
- (iii) **Course Feedback (actual comments listed here)**
- “Assignments are giving us a lot to learn. Learning financial terms before class is really beneficial.”
 - “This subject is new for many students so the lecturer should be in detail so that every student could understand the basics of financial control.”
 - “Need more explanation as we are not from any kind of financial background.”
 - “We are not from any financial background. So sometimes it is difficult to understand.”
 - “All basics should be explained in detail with multiple examples so that new students could understand properly about finance and its controls.”

(iv) **Simple Student Survey Results – Graphically – Sample Size was 51 Students**

Survey done Wed 24 Nov in Financial Control Lecture 7 ENT 1065. Students were told it was NOT mandatory and it was just to try and help improve their teaching process. Survey was administered as per the UH Guidelines. UH (2021).





(vi) Simple Student Survey Results (cont.) – Raw Data.

1. Do you do the Pre-reads ?	Always	Sometimes	Rarely	Never		
	16	26	5	4		
	Always & Some = 82 %		Rare & Never = 18 %			
2. Why do you not do the Pre-Read ?	Time	Forget	Hard w/o Lecture	Will Learn in Class	Don't know	I know already
	13	8	2	1	1	1
3. If you do the Pre-read does it help ?	Quite a lot	Some	None			
	31	13	1	Quite a lot & Some = 98 %		
4. Which of these helps your learning the most ?	Glossary to Read		Glossary to Look up		Podcast	Video
	7		13		5	25
5. Would you do pre-read if grades were attached to it?	Always	Sometimes	Rarely	Never		
	26	13	5	7		
	Always & Some = 76 %		Rare & Never = 24 %			

Simple Survey Result Tables and Graphs all Created by writer

HONEST ANSWERS PLEASE – this is completely anonymous 😊

1. Do you do the pre-reads recommended each week prior to the lecture? (Circle only one please)

- a) Always
- b) Sometimes
- c) Never
- d) not applicable
- e) Rarely

2. If you don't do the Pre-read Research all the time, **why is that** ?
(ignore this question if you do the pre-reads 100 %)

Please explain as briefly as you can

3. If you do do the Pre-read Research does it help you
(Ignore this question if you never do the pre-reads)
(only pick one please)

- a) None
- b) Some
- c) not applicable
- d) Quite a lot
- e) A great Deal

4. Which of the following would improve your learning the most
(circle only one please)

- a) A glossary of Technical Terms at the start of semester all defined for you
- b) A glossary of Technical Terms at the start of semester you have to look up

- c) A short podcast to listen to each week defining the terms
 - d) A short video to watch each week defining the terms
 - e) Other – (please define as simply as you can)
-

5. Would it make you do the pre-read research if it had some grade attached to it each week (say 1 % each week) and you had to fill out a very short assignment on Canavs? (circle only one please)

a) Always

c) Rarely

b) Sometimes

d) Never

THANK YOU FOR YOUR INPUT

