The Impact of Learning Style on the Student Experience:

A Longitudinal Study Through Fully Online, Hybrid, and In-person Semesters

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Outline

Introduction  Session goals  Study aims  Study design  Questionnaire results  Key takeaways  Suggestions going forward  Questions and discussion
Who Are We?

- Members of the Enhancement Theme Team at the University of St Andrews
- Working together on this project since 2021!
Session Goals

- Narrate the **student experience** from fully online learning through the return to in-person learning
- Communicate **current student desires** for learning style
- Open a discussion on what the **future of learning** could and should look like
Study Aims

How does learning style impact the student experience?

- Online
- Hybrid
- In-person

- Academic
- Wellbeing
- Social
Study Design

- Three surveys
- Mix of multiple choice and free text questions
- Records demographic info on student population

This semester was fully online. This semester was in-person, with the use of online learning tools differing on a school-by-school basis. All lectures were recorded.

2020-2021 (S2)
This semester was fully online.

2021-2022 (S1)
This semester was hybrid, with prioritized in-person tutorials, seminars, and labs. All lectures were recorded.

2022-2023 (S2)
This semester was in-person, with the use of online learning tools differing on a school-by-school basis. All lectures were recorded.
Online Learning Semester

- Students reported **low feelings of identity/belonging** on both a school and University level.

- **Lecture recordings** were found to be very helpful.

- **Online group chats** for peers/social clubs were enjoyed.
  - Students from the **Graduate School** reported lower satisfaction.

- **Care experienced students** reported that their financial situation negatively affected their wellbeing.

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**Learning Style Preferences in Q1**

- **In-person**
- **Online**
- **Hybrid**
- **Blended**

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**Number of Responses**

- Lectures
- Tutorials
- Seminars
- Computer labs
- Wet labs
Hybrid Learning Semester

- Students had higher ratings for feelings of identity/belonging on both a school and University level.

- Lecture recordings continued to be found very helpful.

- Online group chats for peers/social clubs rated highly again.

Learning Style Preferences in Q2

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Lectures</th>
<th>Tutorials</th>
<th>Seminars</th>
<th>Computer labs</th>
<th>Wet labs</th>
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<td>20</td>
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</tbody>
</table>

Number of Responses
In-person Learning Semester

- Students again had higher ratings for feelings of identity/belonging on both a school and University level.

- Students from the graduate school had low ratings for recorded lectures.

- Film studies students had low rating for in-person group work, but high ratings for ability to study in-person, and in-person and hybrid peer interactions.

- Students with disabilities rated hybrid group work highly.

[Bar graph showing learning style preferences in Q3]
Comparison Across Semesters: Response Rates

- Response rate decreased
- Questionnaires advertised the same way
- Could be due to the return to in-person learning
- Introduces potential bias in responses
Comparison Across Semesters: Lectures

- No preference for learning style in Q1 and Q2
- Increase in preference for in-person lectures in Q3
Comparison Across Semesters: Tutorials/Seminars/Labs

- Strong preference for in-person
- No major change over time
Comparison Across Semesters: Feelings of Identity

- Steady increase in average feelings of belonging over time
- May be due to return to in-person learning or retention of recorded lectures

Feelings of Identity Over Time

- Identity with school
- Identity with University
Key Takeaways

- Students want **recorded lectures**
- Students want **online academic group chats**
- Students have **different preferences** for lectures vs tutorials, seminars, and labs
- Student **feelings of belonging** with their school and the University increased since online learning
Suggestions Going Forward

- Improving and standardizing lecture recording quality, making it a permanent aspect of teaching
- Focus on increasing student feelings of belonging by cohort building (e.g. having academic or informal online group chats)
- Creating a feedback pipeline that can monitor student preferences on a regular basis
Let’s Discuss!

What should the future of education look like?

Go to menti.com and use the code 3909 4255

Content

Your question

What should the future of education look like?

Description

Longer description shown on your audience’s phones and if you hover the question while presenting.

Choose three words!

Entries per participant

3

Extras

Let participants submit multiple times

Remove question
Thank you for listening!

Scan the QR code for more details about our projects!

https://linktr.ee/et_interns