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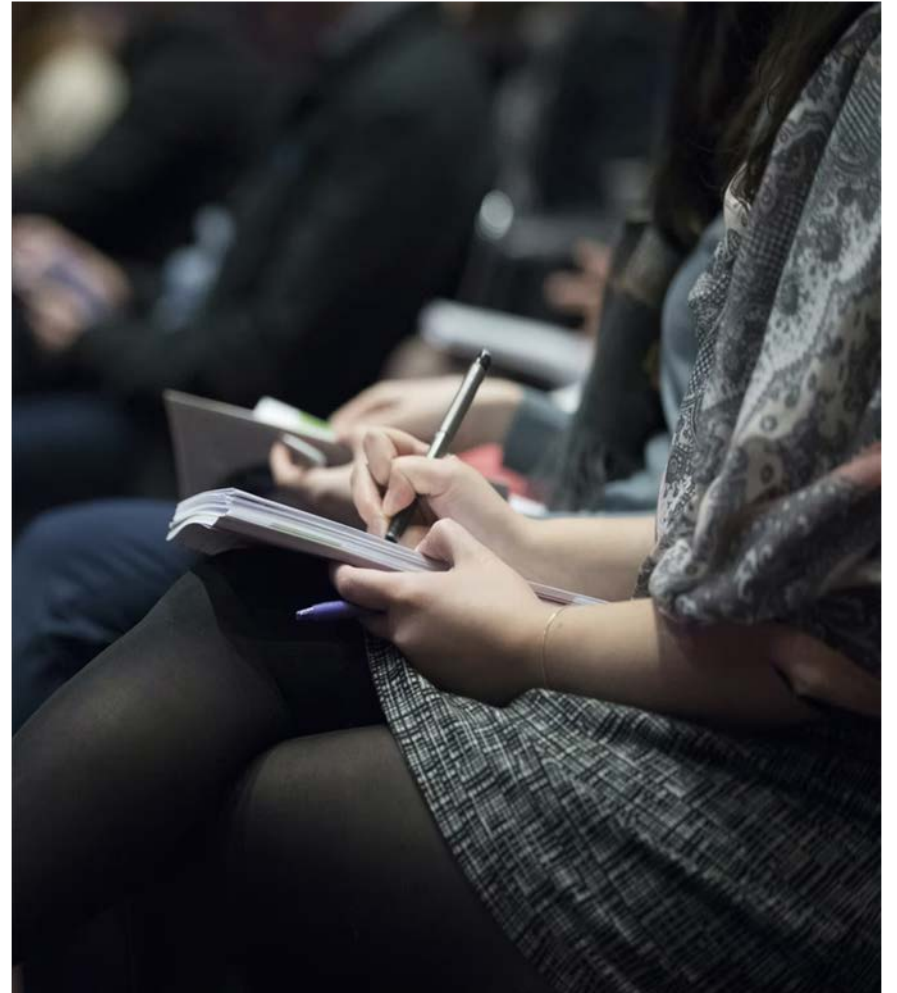


HEARING STUDENTS' VOICES: REFLECTING ON POSTGRADUATE
CERTIFICATE EDUCATION (PGCE) STUDENT MODULE FEEDBACK AND
LIVE CHAT ROOM CONVERSATIONS

Dr. Oluwakemi Adebayo and Ms. Jolanda Morkel

CONTEXT

The STADIO PGCE programme was implemented in February 2020 when the institution adopted the Flexible Hybrid Learning Experience model of DL delivery.




INTRODUCTION

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As one of the pioneer lecturers, the first author began to observe how the new programme could achieve its purpose of equipping graduates with *educational theory and methodology to teach the required subject content knowledge and demonstrate competence and responsibility academically and professionally as qualified beginners' teachers.*



INTRODUCTION

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- A horizontal bar composed of several colored segments: blue, purple, orange, red, green, yellow, teal, dark blue, pink, and dark red.
- After the first author's experience in 2020, the year the COVID-19 pandemic affected the world, he began taking notes of his students' module feedback and chat room conversations in the Teaching Agricultural Science for FET module in the semester 1 of 2021 academic session to see how their voices were expressed and their inputs made relevant to the PGCE project.
 - These critical observations led to the teaming up of the authors, a lecturer, and an instructional designer, who dialogue and reflected on the voices of the students to decipher how, at STADIO, students are placed at the centre, learning at the core to humanise online learning and teaching.
 - The second author was also tasked to facilitate the future transition of the STADIO PGCE programme to a new Learning Management System (LMS). Thus, the themes that emerged from this study became relevant to the changeover to a new LMS as well.

RESEARCH

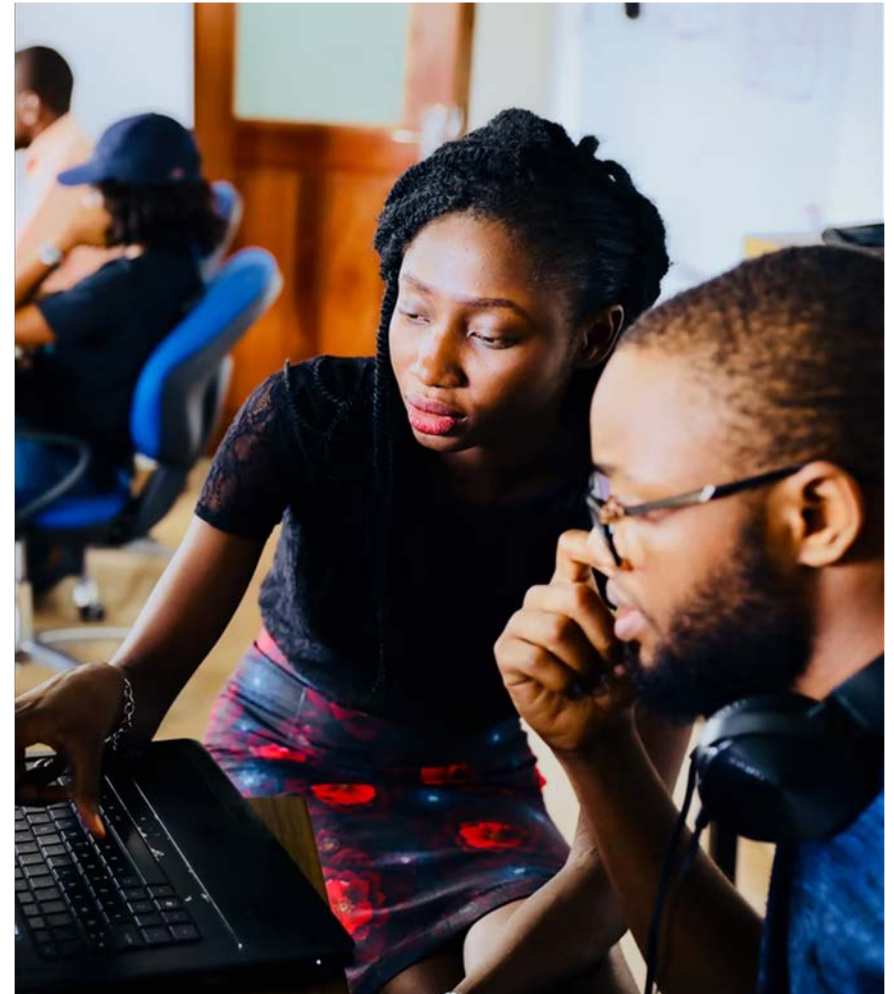
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RESEARCH RATIONALE

- To explore the expression STADIO's mission of 'Students at the Centre, Learning at the Core' in the module delivery
- To listen to the voices of the students about what they value about their learning experiences and facilitation of the module

RESEARCH PROCESS

- Pilot study: lecturer reflection
- Will be followed up with paper based on 2022 data



RESEARCH QUESTION

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What is the lecturer's reflection of the PGCE students' views of their learning experiences and facilitation based on their module feedback and chat room conversations?



LITERATURE

REFLECTION

- Reflection-*on*-action involves reflecting on an experience, situation or phenomenon *after* it has occurred. When professionals "reflect-on-action" they explore what happened in that particular situation, why they acted as they did, whether they could have acted differently, and so on (Schon, 1979).
- Kolb (1984) describes Experiential learning theory is a holistic integrative on learning that combines experience, perception, cognition and behaviour.

STUDENT FEEDBACK

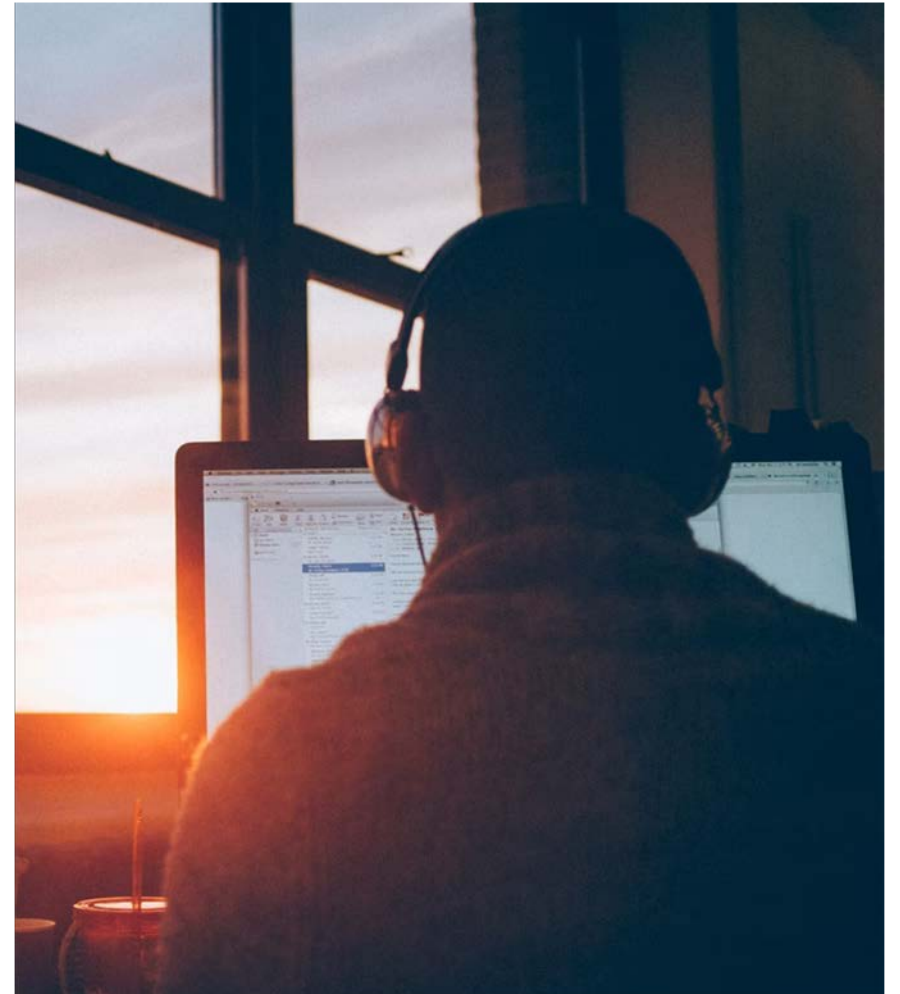
- Keane and Labhrainn, (2005) argued that obtaining student feedback on teaching & course quality.
- Feedback is to improve the quality of course delivery and to provide direct feedback to teaching staff (Keane & Labhrainn, 2005)

CHAT ROOM INTERACTIONS

- McCreary, Ehrich, and Lisanti (2001) found that online chat rooms fostered collaborative learning

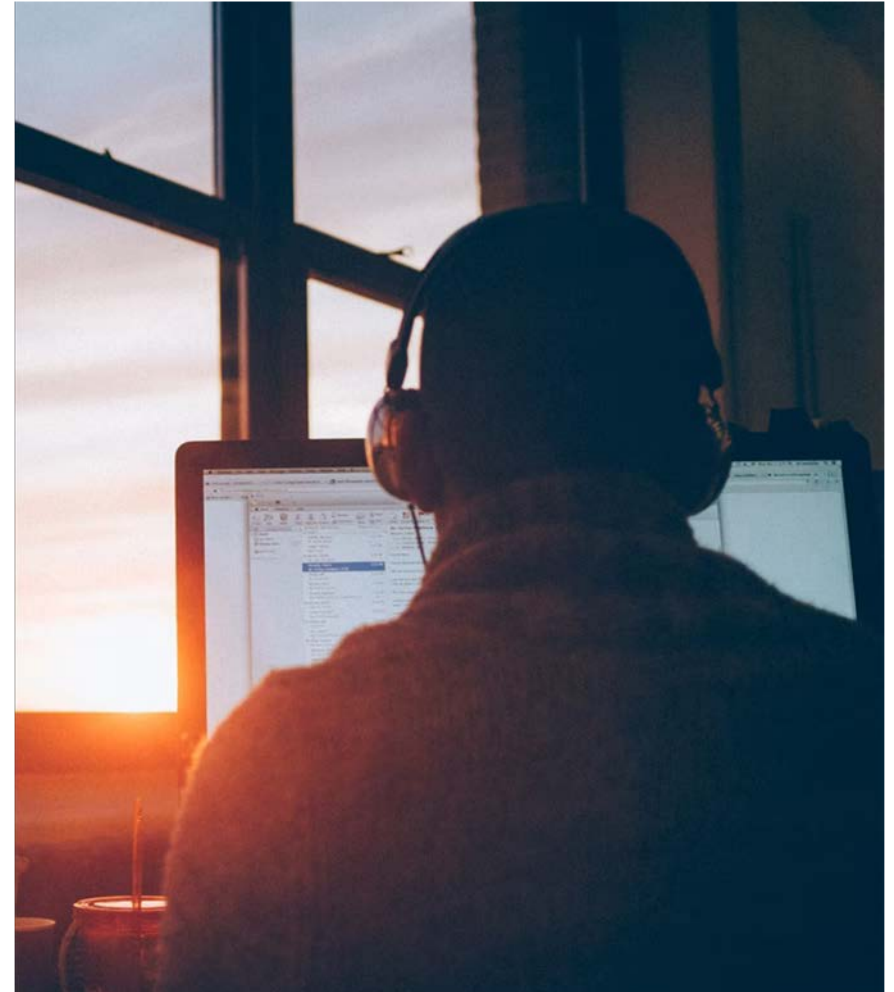
METHODOLOGY

- Collaborative Autoethnographic (CAE)
- Reflection of first author as insider perspective, prompted in dialogue, with the second author
- Meeting via 3 Teams sessions of 30 - 40 minutes each
- Ongoing collaborative writing in a shared Google Drive



METHODOLOGY

Through CAE we recognise and accept the many ways that our personal experiences shaped the research process, acknowledging and accommodating subjectivity, emotionality, and our influence on the research (Ellis, Adams & Bochner, 2010). We therefore see ourselves as part of the research context (Laterza et al., 2016), and as asserted by Chang, Ngunjiri, & Hernandez (2012, p.22) “simultaneously the instrument(s) and the data source(s)”.



DATA SOURCES

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STUDENT MODULE FEEDBACK

- 1 set of Semester feedback
- 38 number of participation out of 91 – 42% participation


LIVE CHAT ROOM CONVERSATIONS

- Mode: Live real-time open conversation using Zoom platform
- Purpose: Ask questions and to discuss challenges and share tips
- Duration: 1 hour
- Frequency: Once week (Mondays, 19:00 – 20:00)
- Number: 8 sessions referred to in this study
- Participants: Lecturer/tutor is present, together with number of students varying from 6 to 15

PARTICIPATION OF STUDENTS AND LECTURER/TUTOR DURING CHAT ROOM CONVERSATIONS FOR 8 WEEKS

Average no of student participants per week during a chat session	6
Lowest no of students' participants in one of the 8-week sessions	2
Highest no of students' participants in one of the 8-week sessions	15
Total no of post by students for the 8-week duration of the chat sessions	253
Average no of post by students per week during the chat session	32
Total no of posts by lecturer/tutor for the 8 weeks duration of the chat sessions	286
Average no of posts by lecturer/tutor per week during a chat session	36
Lowest no of lecturer/tutor's posts in one of the 8-week sessions	8
Highest no of lecturer/tutor's posts in one of the 8-week sessions	52

FINDINGS

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Ten themes emerged from the collaborative autoethnographic analysis of the TASF701 student module feedback and live chat room conversation's study.


- Students' sense of connection;
- Students' appreciation of challenging assessments, content, and learning activities;
- Lecturers' modeling appropriate pedagogy and practices;
- Prompt responses to the students' queries
- Regular formative feedback.
- Fair and considered workload distribution;
- Lecturer approachability and trust
- Thorough and structured planning;
- Clear communication, navigation, and wayfinding;
- Authenticity, and relevance of practical content and learning activities.

FINDINGS

The views of students on their learning experience and facilitation of the module can be grouped in three categories, as follows:

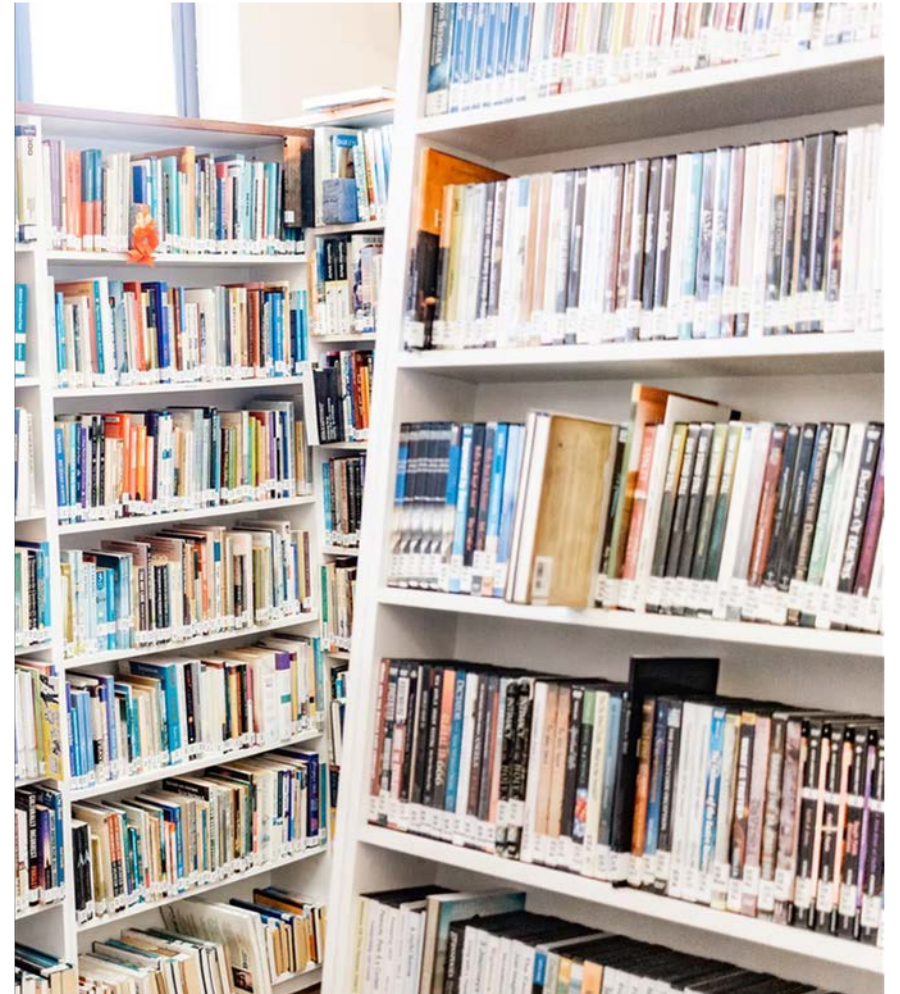
CONNECTION WITH PEERS	CONNECTION WITH LECTURER	MODULE DESIGN
SENSE OF CONNECTION	PROMPT LECTURER RESPONSES	APPRECIATION OF CHALLENGES
	REGULAR FORMATIVE FEEDBACK	LECTURER MODELING PRACTICES
	LECTURER APPROACHABILITY AND TRUST	FAIR WORKLOAD DISTRIBUTION
		RELEVANT AND AUTHENTIC LEARNING
		THOROUGH AND STRUCTURED PLANNING
		CLEAR COMMUNICATION AND NAVIGATION

CONCLUSION

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- A horizontal bar composed of several colored segments: blue, purple, orange, red, green, yellow, teal, dark blue, pink, and dark red.
- Student voices must be heard – make sure to create opportunities for them to express
 - The voices helped to improve teaching practices
 - It helped to flag challenges on time
 - Barriers to student learning must be addressed
 - Important to humanise learning – nurturing approach is needed even if you don't see them
 - Degree of participation confirms student engagement, trust with lecturer
 - Importance of the human aspect – students are concerned with the people with and from whom they learn, as much as about the module design.

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Thank you!

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