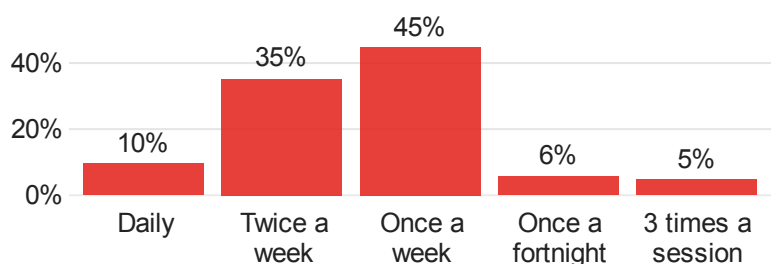


Messaging in iLearn - Student Survey

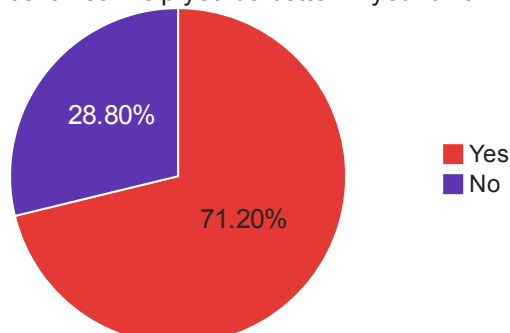
Prepared by Learning Innovation Hub, May 2018

Whilst trialling a new iLearn function, Personalised Learning Designer (PLD), the Learning Innovation Hub conducted a survey with students about receiving unit-related messages in iLearn. 125 students responded to the survey, about the types of messages they would like to receive from their convenors and tutors, how frequently they'd like to receive notices, what tone is most suitable and what actions students would most likely take to improve in their unit progress. Here are the insights that this survey gathered.

How often would you like to receive unit-related messages?



Would receiving a message about your iLearn behaviour help you do better in your unit?



How would you like to receive your messages?

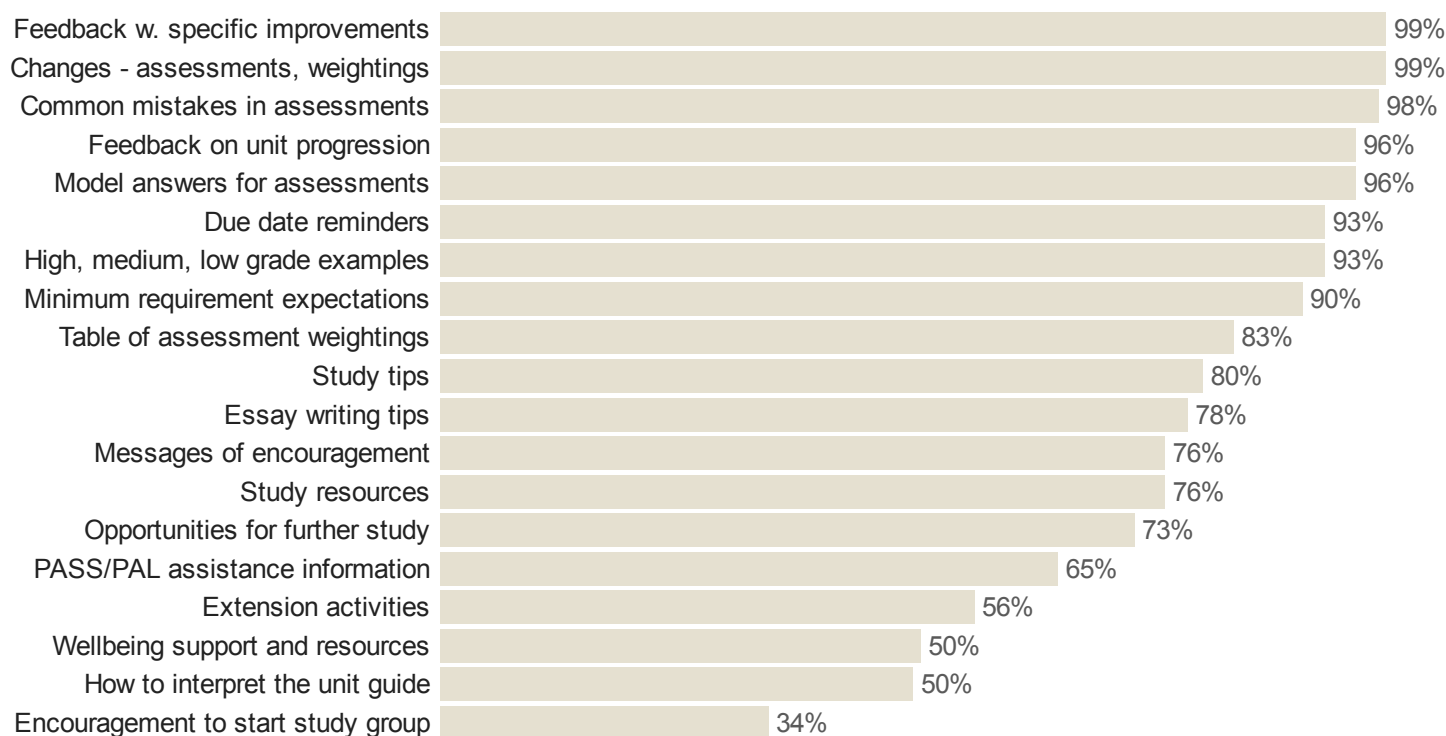
■ Pop Up alert & Email
 ■ Student Email
 ■ Message in iLearn
■ Pop Up alert in iLearn
 ■ Text/SMS Message



The majority of students would like to receive

1-2 messages a week
through an initial
pop up message in iLearn and a secondary email,
which they can refer back to.

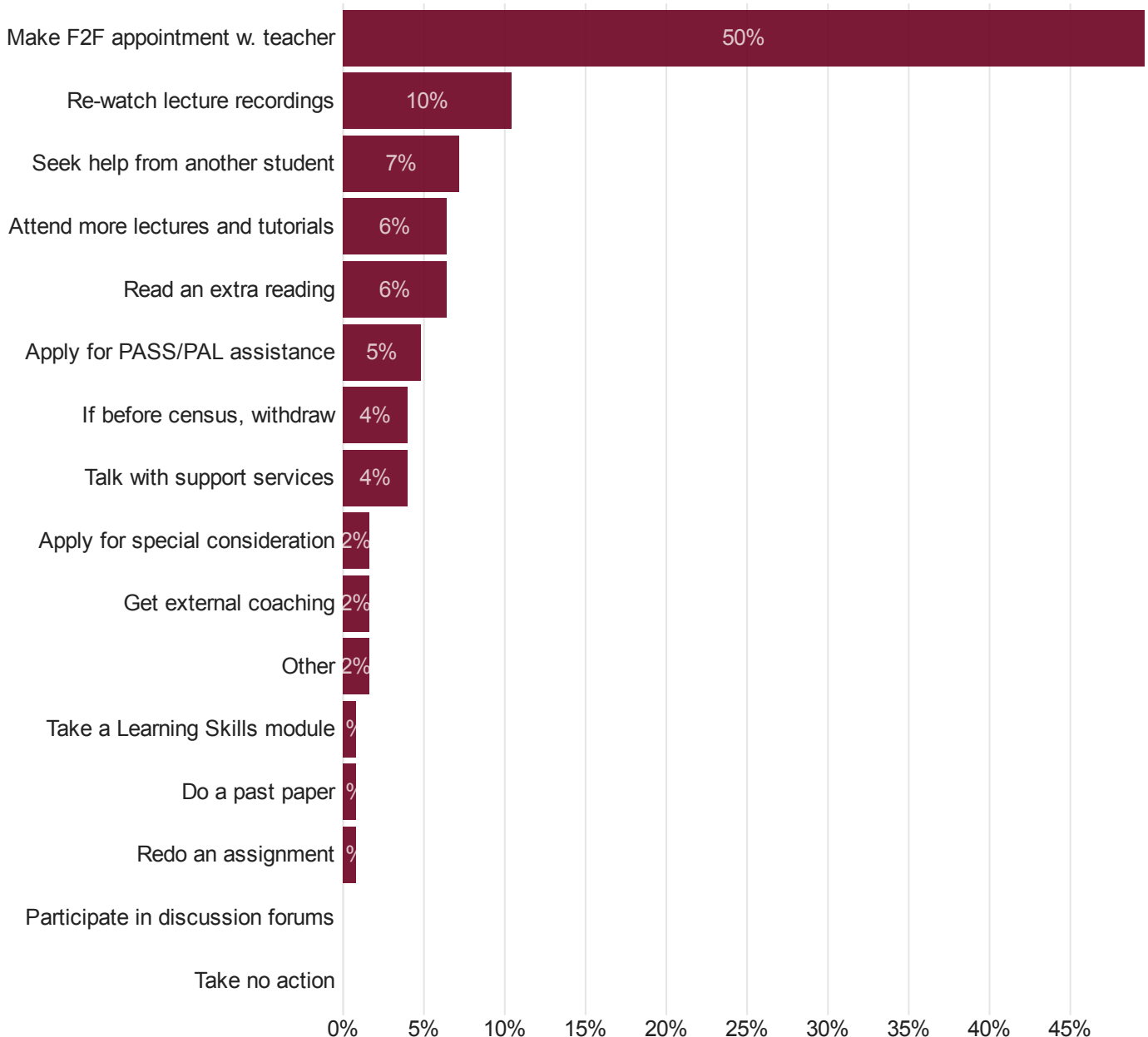
Please indicate which message would be most useful to receive from your unit convenor



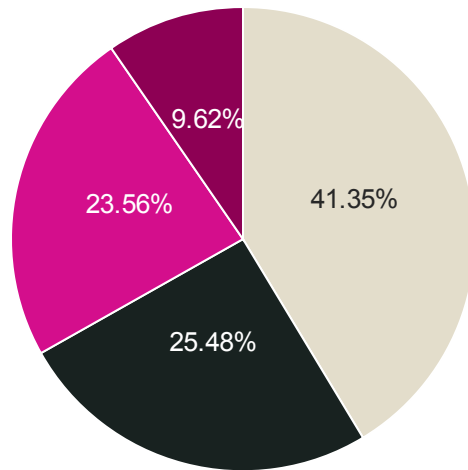
If you were falling behind, what message would most encourage you to make improvements?

Field	Response
You may not be reaching your full potential; here are some extra resources that may help you	25%
Your assessment marks indicate you're currently below average in your unit	20%
You are currently failing; if you put in more work, your marks may improve	19%
I don't want you to fail; to pass you will need to try harder	18%
Your assessment marks indicate that you're currently failing the unit	17%

If you received a message that you were failing and advised to take action, which action would you would take first?



What message from your educator would foster a sense of community & belonging in your cohort?

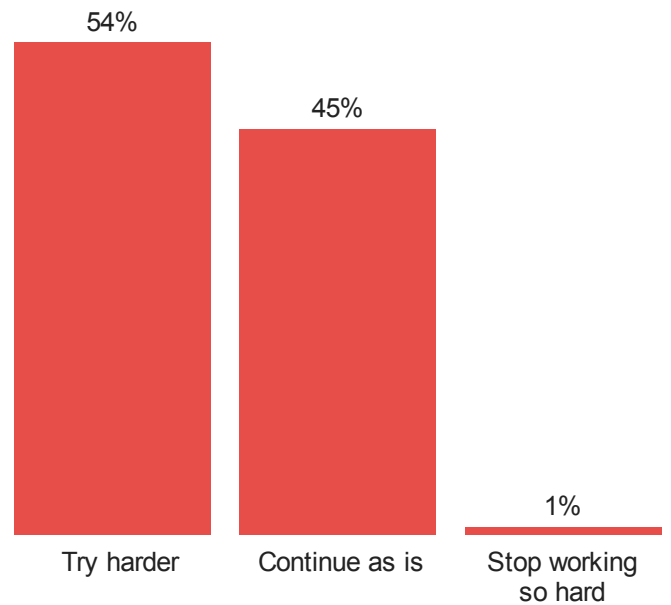


■ Encouragement to help each other (i.e. in discussion forums, Q&As and group work)
 ■ Encouragement to form a study group
 ■ An invite to participate in an online icebreaker exercise to get to know each other
 ■ iLearn netiquette tips for this unit

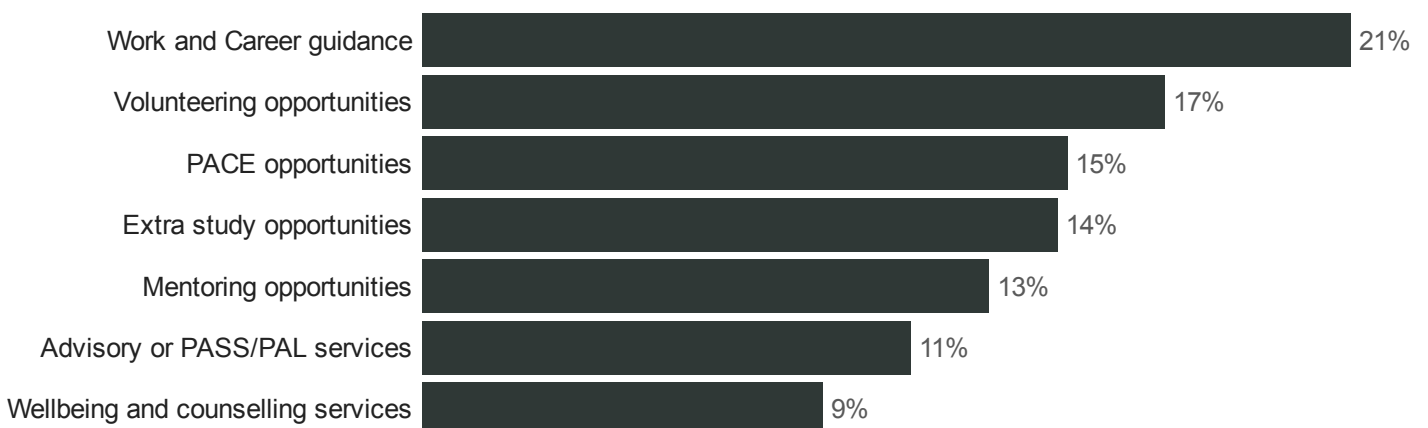
When receiving a message from your educator, which thought process most resonates?

Field	Count
They care about my progress in this unit	42%
They're trying to point me in the right direction for help	23%
They want what's best for me	15%
They are tracking my behaviour online	9%
They just want me to pass	6%
They want students to be compliant	4%
They're not giving me time to develop	1%

If you received an encouraging message that you were succeeding in a unit, what would you do?

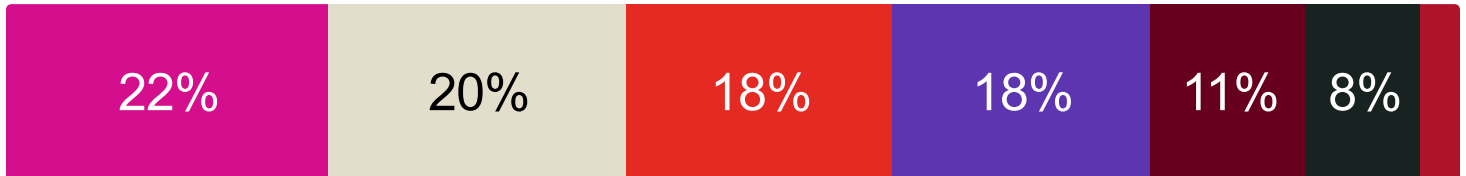


Apart from unit-related messages, what other information do you want to hear about?



The University collects data on your iLearn use; what messages would you like to receive about the use of your data?

- I would like to be informed what weight is given to iLearn participation in final unit mark
- I would like to be informed if I will be marked on my participation in iLearn activities
- I would like to know what my convenor is using my iLearn activity data for
- I would like my convenor to use my iLearn activity data to help me progress in the unit
- I would like to sign a consent form/contract for the use of my data
- I would like to receive the university's privacy statement
- I don't need to receive a message



Any other feedback or comments on unit-related messages received through iLearn or your student email?

“As a fully external student, it is important that we have encouragement and feedback where we are struggling, and if possible access to an online meeting as many of us cannot make face to face meetings unless we are required on campus for a few days within teachers/tutors working hours.”

“Encouraging messages from convenors or tutors really motivates me.”

“... if the system can pick up that a student is in the process of completing the last semester of their final year, sending an email promoting international exchange may not necessarily be the most relevant to most students in that circumstance. Using analytics to determine interests, needs and relevancies for each student, can enable emails to be more targeted, and thus, more effective and useful.”

“Weekly emails weeks 1-7, then fortnightly from week 8.”

“I think receiving messages through iLearn from tutor/lecturer will help foster a better sense of connectedness between academic staff and students and a more personalised relationship, but I would prefer if these things happened in person - I don't particularly like the over-reliance on online learning spaces because I learn better in a classroom where I can discuss with and learn from my peers and tutor face-to-face.”

“I think assessment reminders through an ilearn messaging system would be the most beneficial to me personally and examples of what direction I should be in.”

“There are vastly differing 'communication cultures' between subjects. In my MASXXX [names removed] (Media) course, communication between students/teachers on the forums is outstanding with a helpful community feel throughout the course, and emails responded to promptly. However despite students being told in week 1 to use the forums in BBAXXX (Marketing and Management) it has seen sparing use. In MKTXXX (Marketing and Management) communication is non-existent; students have posted enquiries on the forum with no replies whatsoever from teachers, similarly I have sent emails that are never replied to either and vice versa for teachers who post things online with no response either.”

“I believe all of these things are already happening in the two units I have completed so far. I have felt well supported and we have the option of dialogue messages which are individual messages with our convenor. I don't believe anything needs to change.”