

Executive Summary

In recent years tutors have been asked to commit to a timetable of tutorials some time before the start of a module so that a full list of available tutorials can be provided to students as soon as they start their studies. If students want to see upcoming tutorials in their module study planner they need to 'book' a place otherwise they will get no automatic notification of upcoming tutorials. Previously any tutorials being run by the student's tutor appeared in the module study planner. For online tutorials the cluster arrangement means that students can choose to attend any online tutorial within their allocated cluster, previously this required special permissions to be set up.

Although this arrangement appears to give students more choice tutors still report that many students don't attend, even if they have booked. In a previous project Lambie and Law, (2017) found some evidence that one reason for not attending might be because many Open University (OU) students work fulltime. However, whilst this previous research project was also based on level 1 computing students (TU100) it took place before the cluster tutorial arrangements, so students were more limited in their choices.

In this study we sought to understand the students' perspective by asking students to report on their views and experiences near the start and then again near the end of the module. In a pilot project 282 students from 2 regions on the 20D (April) presentation of TM111 were asked to respond. The results from this informed the full survey in which 624 students across all the regions on the 20J (October) presentation were asked to respond. In both surveys students were given the opportunity to add free text comments for all the answers, and this has helped to get a much richer idea of what they were thinking and the reasons for their answers. Analysis of the completed surveys showed several areas that, if acted on, could help to increase student attendance at tutorials.

One of the key findings was that several students were confused about tutorials. This confusion included not being sure where to find out about tutorials, expecting more tutorials to be released during the module and not being aware that they could attend tutorials without booking. There was also confusion about the naming of tutorials as students felt this did not give them a clear idea of what would be covered. In addition, some students were unsure of the purpose of tutorials; this confusion was expressed by both new and continuing students. It is therefore recommended that module teams provide much clearer information to students about tutorials e.g. how to find them; the need to book (or not) and the content and purpose of tutorials.

It is also clear that booking tutorials too far in advance meant that students were often unable to attend the tutorial, either because they forgot or because they had other commitments. The automatic reminders about the tutorials were not always helpful, with some students not noticing them and others finding they came too early. It is therefore questionable whether providing a list of all the planned tutorials right at the start of a module is really an advantage to students in addition arranging tutorial timing so far ahead also means that tutors are unable to respond to the particular needs of a student cohort as all their tutorial hours are already allocated. Students stated that they expected to book tutorials throughout the module; however, without prompts and reminders it seems likely that many forget to do this.

Traditionally OU tutorials have happened on weekday evenings and on Saturdays. However, for both new and continuing students there was no clearly favoured time nor day for a tutorial to be held. It would therefore be sensible to try and offer a variety of times and days to cover all students' requirements. Students were also asked if they had attended any tutorials that were *not* a good use of their study time. Whilst a few had some criticisms overall students felt that the tutorials (and specifically the tutors) helped them with the module and many made very positive comments. It would be good to make this much clearer to all students as early in their studies as possible so that they could all benefit.

It should be noted that this project was conducted during a time of multiple Covid-19 lockdowns with many students therefore working from home and some having extra responsibilities such as home schooling.

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Aims and scope of the project

The aims of the project were to provide recommendations to the STEM Faculty and School of Computing and Communications on the optimum tuition strategy needed to enhance Level 1 student engagement in their studies. Also, to provide recommendations to the Faculty and School on the staff development needed to enhance the digital experience of our students when attending tutorials.

These recommendations would be based on the views and experiences of TM111 (Introduction to Computing and Information Technology 1) students on all aspects of online tutorials.

Activities

Literature review

Before starting the project we reviewed the existing literature and discovered that the non-attendance of students at tutorials seems to be a widespread problem across the sector, not just part time distance learning. Kottasz, (2005) based at London Metropolitan University discusses two aspects: the ability to attend and the motivation to attend. She found no evidence that working prevented students attending (ability to attend) and saw motivation as intrinsic (learning for the sake of it) and extrinsic (rewards from learning generally). She concluded that students who want to learn (intrinsic motivation) and who are not stressed are more likely to attend tutorials.

Triado-Ivern et al., (2018) also noticed an increase in absenteeism for full time face to face students. They found that for first year students this was mainly because it is not compulsory. Further, a study based at Manchester Metropolitan University (Oldfield et al., 2018) suggested that significant predictors of poorer attendance for lectures and seminars (similar to OU tutorials) were “experiencing a lower sense of belongingness to university; working more hours in paid employment; having more social life commitments; facing coursework deadlines; and experiencing mental health issues.”

For OU students Lambie and Law, (2017) found some evidence that ability to attend might be more of an issue with full time working students. However, whilst this study was also based on level 1 computing students (TU100) it took place before the cluster tutorial arrangements. In another eSTeEM project Campbell et al., (2019) also aimed to gain an understanding of perceptions of tutorials but this was again carried out before tutors were organised into clusters and the study concentrated on the tutors’ perspective.

20D Pilot project

The project sought students’ views by asking them to complete two surveys, one towards the start of the module and one near then end. The pilot group of students were drawn from 2 regions on the 20D presentation of TM111, chosen as they were familiar to the project team members. TM111 is a ‘short fat’ module and the 20D presentation started on 4th April 2020 and the emTMA had to be completed by 10th September 2020. 282 students were invited to respond to the ‘start of module’ survey in April 2020 and the same students were again asked to respond to the ‘end of module’ survey in August 2020, so as not to impact on their study time when they needed to be concentrating on the emTMA (Appendix 1).

The questions had a number of formats including multiple choice and ranking answers, and all questions included free-text boxes so that students could add in comments and context.

This pilot ensured that the questions in the survey were thoroughly tested and also, when viewed alongside the 20J results, meant that any seasonal student behaviour should even out (the D presentations continue through the summer months whilst the J presentations continue over the Christmas and New Year break.)

20J Investigation

For the 20J investigation 624 students were selected from all 13 OU regions and nations. This presentation ran from 3rd October with the emTMA due by 11th March and so the students were invited to complete the first survey in October and the second one in late February.

A few lessons were learnt from the pilot surveys, for example a question was added which asked students if they were new to studying with the OU. From answers in the pilot it was clear that although TM111 is designed as a first module several students did have previous OU experience. Also, some of the ranking answers were reformatted using a more standard Likert scale as some students had expressed confusion over the grid format used in the pilot.

Details of the questions and all the responses for the 20J surveys are in Appendix 1.

Findings

Responses

For the 20D Pilot project 85 (out of 282, so 30% response rate) completed the start of module survey and 48 completed the end of module one meaning a slightly lower 17% completion rate. This lower rate could have been for a variety of reasons, but specifically as it is very likely that some of the students had withdrawn from the module.

For the 20J Investigation 156 (out of 624 so 25% response rate) completed the start of module survey and 96 completed the end of module one meaning a slightly lower 15% completion rate. As with the pilot project one of the reasons for the lower rate of completion is likely to be students withdrawing (actively or passively) from the module.

So, overall, the response rates for both surveys were very good at the start of the module and still good and providing rich data in the end of module surveys. Results from both surveys were analysed but for this report the focus is on the 20J investigation.

Finding out about tutorials

In the start of module survey students were asked how they find out what tutorials are being offered, and were asked to rank the options that were provided. The spread of answers was very similar for both students that were new to the OU and students that had studied one or more modules, so Figure 2 represents all the responses.

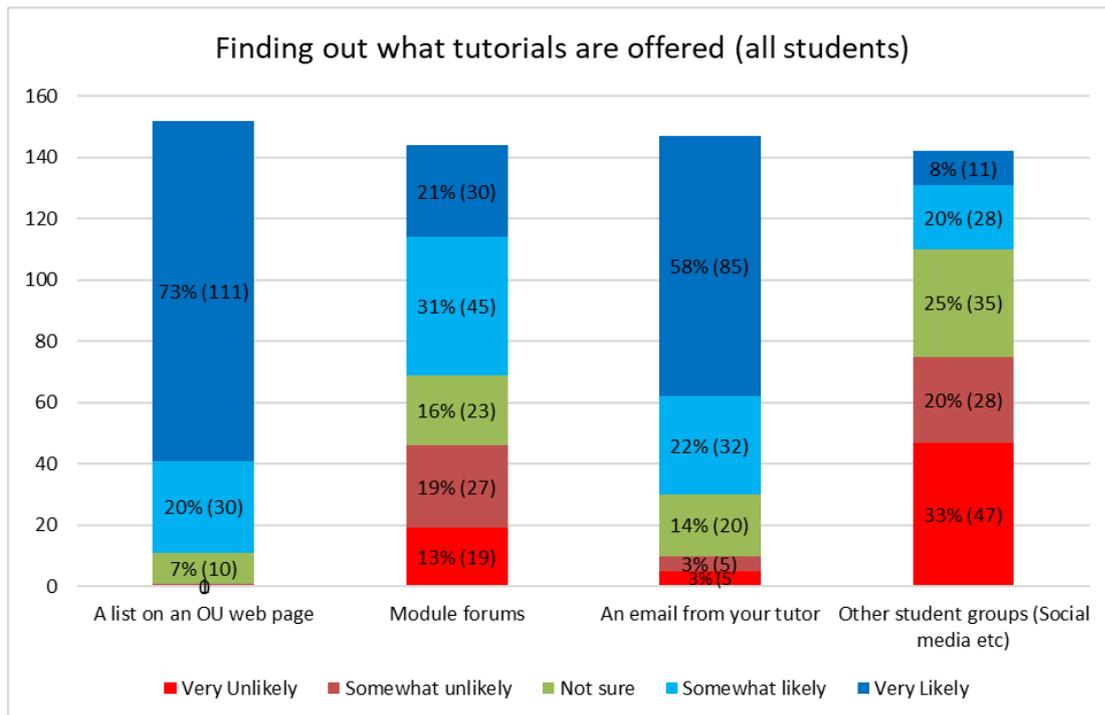


Figure 2 How do you find out what tutorials are offered?

As can be seen an OU web page is the most common source of information, followed by an email from their tutor (although some vote strongly against this) and then module forums. Few of the respondents stated that they use other student groups with quite a lot saying this method for finding out about tutorials is 'very unlikely'.

25 students added comments to their answers. Analysis of the comments on this question showed several themes:

Confusion

The comments showed that several students were quite confused about tutorials and this is true for continuing students as well as new ones. For example, a student who had already 'completed MU123 and previous short courses' stated "Due to covid I have not really had chance where to find tutorials but online in the module as it's all been a confusing time for everything." Another, continuing, student stated "Now I know where to find a list I can sign up to them. In my previous course I didn't even know tutorials were a thing."

There was also evidence of confusion around tutorials for new students with one stating "On an Apple computer you are unable to access the student association as It provides a pop up telling me the site is not private," which is clearly not related to tutorials. Another commented that "just having the announcements of meetings on the side of the main page module course is what i find the easiest place to check." and yet tutorials don't, as far as I'm aware, appear here. Whilst a third, new, student stated that they looked for tutorials "On the open university guide book", which might just be an issue with using the correct language but wouldn't be where I would suggest looking!

No time to look

4 students (16% of those that commented, 5% overall) commented that they hadn't had the time or hadn't had the inclination to look at tutorials yet, perhaps the questionnaire prompted them to do so.

No problem

The majority of comments (10, 40% of those that commented, 12% overall) showed that many students had no problem finding tutorials.

Booking tutorials

In the start of module survey students were asked when they thought they would book tutorials. As can be seen from Figure 3 most new and continuing students stated that they would book them at regular intervals. However more continuing students stated they would book them at the start of the module whilst slightly more new students thought they would book them when they were reminded. As no reminders are sent out centrally this relies on tutors reminding students about upcoming tutorials which is perhaps why some continuing students have learnt to book at the start.

From the comments, 3 continuing students cited work issues, such as work patterns, as their reason for choosing 'other' and 2 new students also cited work issues.

4 students (3 new) stated that they would book a tutorial only when they needed extra support and one, new, student said "So far only for TMAs."

Again there was some confusion with one new student stating "Not sure if there is a requirement for a tutorial meeting.." and another saying "Well apparently even though you didn't make it clear, it appears to be the first thing you're supposed to do."

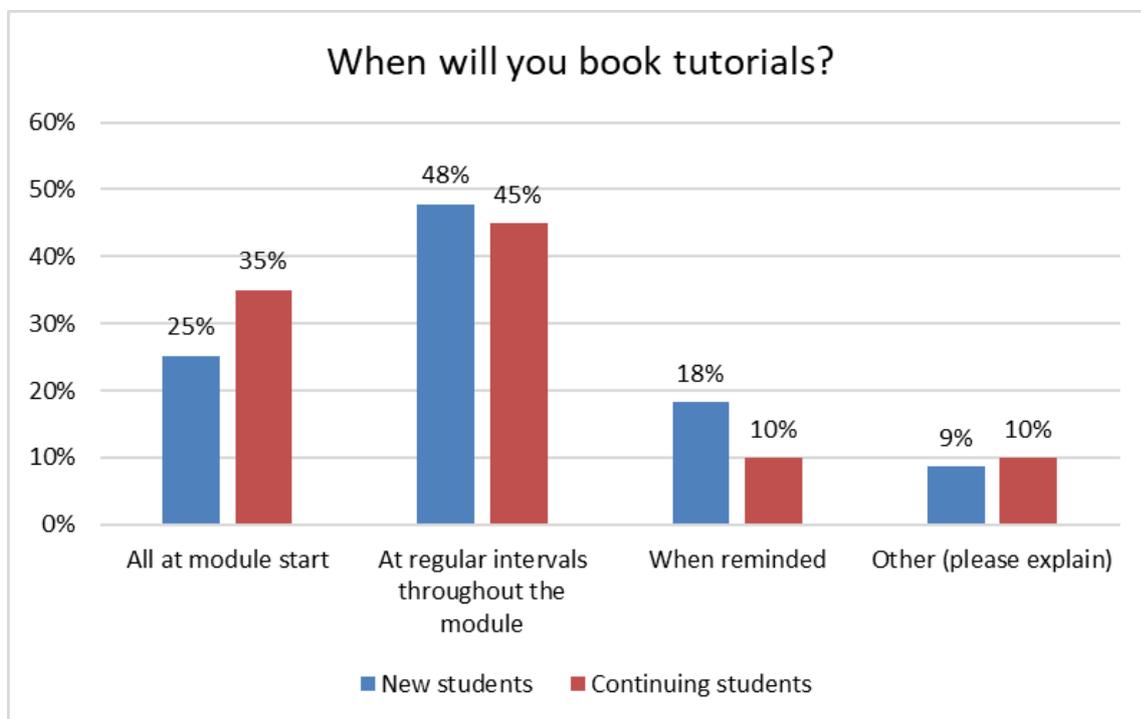


Figure 3 When students think they will book tutorials

An analysis of 19J booking behaviour showed that in fact the majority of students book all their tutorials as the start of the module and didn't then book any more.

Not attending booked tutorials

In the end of module survey, we tried to find out why students didn't attend tutorials when they had booked them. Of the respondents to the survey 16% (15) hadn't booked any tutorials, however 49% (47) knew that they had missed one or more tutorials, as shown in Figure 4.

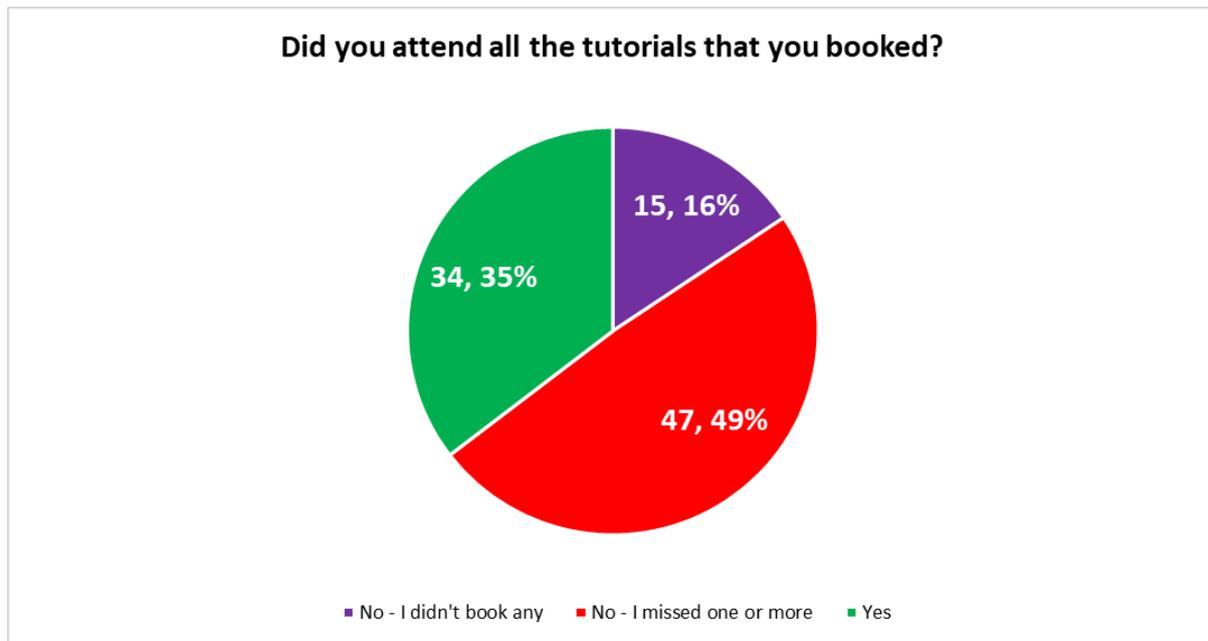


Figure 4 Did you attend all the tutorials that you booked?

From the comments the reasons for not booking tutorials included not being able to because of work or other commitments (although one of these stated that they watch tutorial recordings). Two students commented that they found the module materials sufficient, with one preferring to study at their own pace and another finding that they could ask their tutor directly if they felt they needed help.

The students that had missed at least one tutorial that they had booked were asked why they didn't attend (Figure 5). 53% (25) of this group chose the answer that they were 'Unable to attend', with work and other activities, such as childcare, being given as the main reasons. A further 13% (6) didn't attend because they were already confident in the topic. It is therefore clear that offering students dates and asking them to book tutorials a long time ahead does not take into account certain factors, such as being unable to attend due to unforeseen circumstances, or because they are 'already confident in the topic'. Neither of these could be predicted at the time of booking their tutorials.

A further 19% (9) students that missed a booked tutorial admitted that they simply forgot, even though automatic reminders for the tutorial are sent out to booked students. When asked about these reminders 7% of students (6) didn't remember receiving them; 24% (19) thought they came too early whilst 63% (51) found them useful. In addition, 4 students who said they were useful still said that they forgot to turn up to the tutorial, so they don't seem to have been that useful!

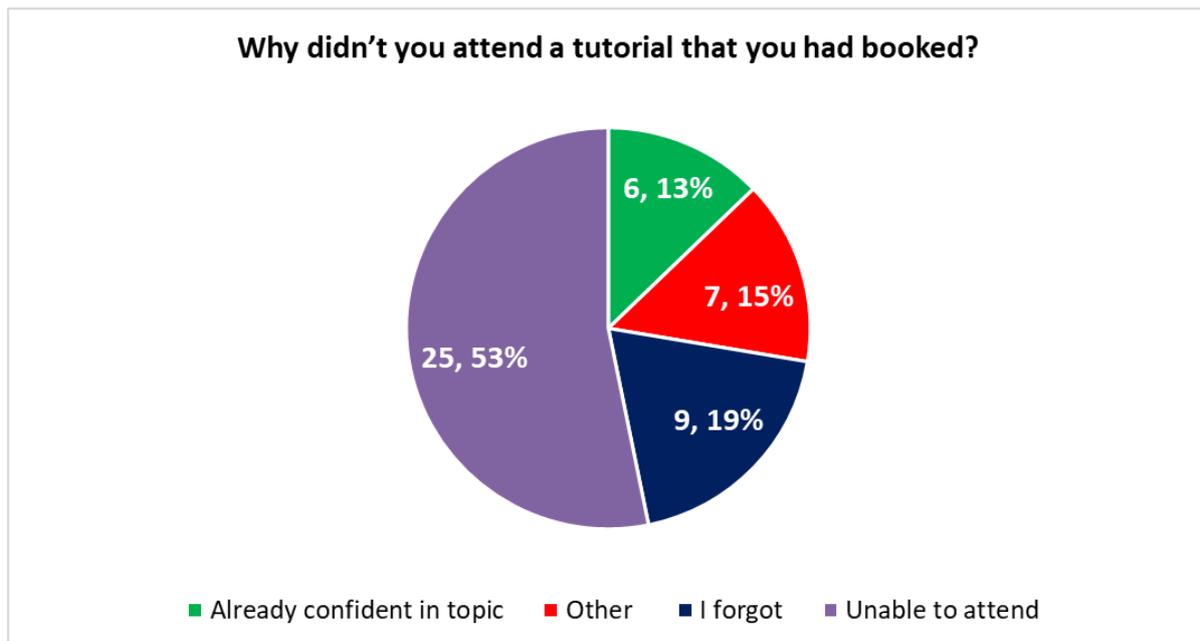


Figure 5 Why didn't you attend a tutorial that you had booked?

Students were also asked if they had attended any tutorials that they hadn't booked. 42% (40) of the students that responded stated that they did not know that this was possible. Only 11% (11) had actually attended a tutorial without booking.

Choosing which tutorial to attend

What day and time are best?

As students are now in clusters, they often have to choose which tutorial to attend when there are several with the same name. This question was asked in both the start of module and end of module surveys. Analysis of the results showed that the answers given in both surveys was very similar, with the time of day being the most important; the day of the week being the second most important, closely followed by their own tutor presenting the session. The importance of their own tutor running the session is backed up by the comments with one student saying that this is the only factor that is significant for them.

It is also worth noting that asking students when a suitable time and day is for them, all days and all times are good for some students and equally all are *not* good for some students (Figure 6).

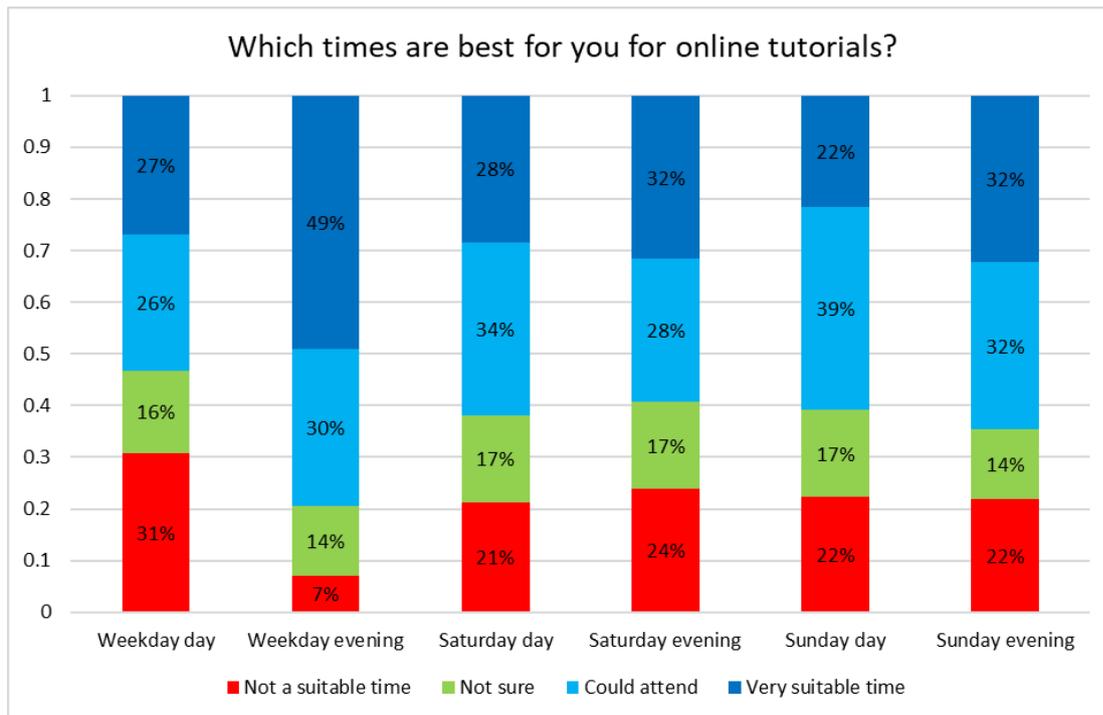


Figure 6 Which times are most suitable for you to attend online tutorials?

Perhaps the best approach might be to offer tutorials at a range of times and days, which is backed up by some of the additional comments that were put in the start of module survey eg *"I would personally like to see more variety in times of tutorials. Many, across all of my modules (studying at FT capacity), are evening tutorials and only a couple have been offered during the day, if at all."* Another states *"The time and day choices felt fairly limited. Understand module groups are determined by region, but not sure this makes sense when they're all online anyway."* As we continue to work in clusters it should be possible to offer more of a variety of times. However this does not allow students to necessarily attend tutorials given by their own tutor (unless they are asked for a preference before they are allocated to tutor groups.) and as one student commented *"I'd prefer my own tutor not sure I want to confuse myself with different teaching methods of other tutors but he doesn't seem to offer times I can attend."*

It is possible that various lockdowns, due to Covid-19, might have affected some of the answers, for example more students working from home and so more able to attend daytime tutorials during the week. However, it seems likely that some students will continue to find 'alternative' times for tutorials, beyond the 'traditional' weekday evening, to be more suitable. This includes apprentice students who (Thompson and Carter, 2020) often express an appreciation of Friday daytime tutorials, as this is often their day release / study day.

Have you ever attended more than one tutorial with the same title?

In the end of module survey 21% (17) students said that they had attended a tutorial that had the same title as one that they had already attended. Those students who commented on why they had done this had good reasons. One reason was that they liked hearing a different tutor present the information (at least 6 students mentioned this) and several found this particularly helpful when they were struggling with a topic or perhaps because they found that the first tutorial didn't fully explain the topic (3 students mentioned this). One student also found it useful to attend more than one tutorial with the same title, as they had different questions emerge as they worked through the TMA.

Two students commented that having tutorials with similar titles was confusing, as the actual tutorials they attended were not at all similar. This suggests that the titles need to be clearer but

also students perhaps need to be made aware that tutorials are not lectures and can therefore be more responsive to the needs to the attendees.

Student views of tutorials – are they a good use of time?

What are tutorials for?

In the start of module survey, we asked students if they had an idea of what they hoped to gain from attending tutorials.

17 continuing students (44% of the students that responded to this answer and who were not new) stated no, they did not have an idea of what to expect or gain from attending a tutorial! This is quite worrying as it appears that they have had no previous tutorial experience hence missing out on what many students find to be valuable support.

62 new students (over 55% of the students new to the OU that responded) also stated they had no idea what to expect or what they might gain from a tutorial. This is perhaps understandable but suggests that more information needs to be provided.

22 continuing students (56%) chose to answer yes to this question and it was clear from their answers that they had had some good tutorial experiences in the past. They included such ideas as getting guidance on assessment, a chance to ask questions (including 'silly' ones) and clarify issues, the chance for things to be explained, particularly some of the more difficult concepts and an opportunity to hear different perspectives and gain tips.

50 new students (nearly 45%) chose yes and their reasons were mostly similar to those of the continuing students. However several also mentioned the chance to get to know other students. One mentioned "*A bond between my other fellow students and tutors*", another hoped to "*make some friends that i can organise study groups with and hopefully work on assignments together with*" and one, who had already attended a tutorial, welcomed the chance to interact with others. The most common reason in this group was to check or reinforce understanding of their studies, a feeling that, as one student put it "*A human explanation is sometimes easier to follow, rather than reading through a book*". Another common response was they expected tutorials to clarify what was expected in assessment.

Considering both the new and continuing students that answered this question 72 students, nearly 48% chose to respond that yes, they did have an idea of what to expect or hope to gain from attending a tutorial.

Did you attend any tutorials that you didn't think were a good use of your study time?

In the end of module survey, we asked students if they had any found any of the tutorials to be not a good use of their study time. 51 students (53% of those that answered the survey) commented on this question with 27 (53% of the students that answered this question) clearly stating 'no', all the tutorials that they attended were good.

19 (37% of the students that answered this question) did have complaints about a tutorial of these 5 complained that the tutorials didn't add anything extra to the module materials, for example one complained that they were just 'powerpoint presentations', when they wanted more interactivity. 3 complained of technical issues, including students not muting their mics and 3 complained about the timing, either that they had not reached that part, or that they had already covered the early parts so had to wait for the relevant material. One complained bitterly that "There was so much social chat about their pets, the weather etc.. and 50% of the tutorial time was wasted." and two found the interruptions and (irrelevant) questions of other students meant that the tutorial was not good.

What makes a good tutorial?

In the end of module survey, we also asked students to think about the best tutorial that they had attended and, in particular, what made it good. 60 students took the time to comment (63% of those that answered the survey) and 20 of these (33%) mentioned the tutor. Attributes such as

humour, professionalism and friendliness (being friendly was mentioned by 5 students) were most often valued as well as the tutor being able to give 'good explanations'.

Students also appreciated being to take part in an interactive tutorial (the Block 2 programming tutorials were especially mentioned), with some students saying that they thought the interactivity was helped by having a smaller group attending the tutorial.

Perhaps not surprisingly around 8 students commented on appreciating having a chance to ask questions and get explanations about TMAs, but a similar number mentioned 'topics' in general (including programming) showing that TMAs are not the only topic that students want covered.

Is there anything else you'd like to tell us?

In both surveys we had an open final question. In the start of module survey this asked for anything else about booking tutorials, whilst for the end of module survey it was asking about their experiences on the module. Whilst these comments are harder to summarise and analyse there are some that are worth sharing.

Positive comments

"I have only previously had one online tutorial and although it was a learning curve finding out how it all works, it gave me a confidence boost knowing that others had the same and different questions that I had. Knowing you are not alone in your studies is a confidence boost."

"I really just want thank everyone involved for open university its a brilliant resource"

Suggestions

Several students had suggestions, as below:

Would shorter more focussed tutorial be better?

"...I think tutorials try to cover too much and end up feeling like a rushed lecture. I think I would like to see tutorials that are shorter (half an hour or so) but much more tightly focussed on a particular subject."

A clearer way of seeing all tutorials across modules:

"I think it would be easier if you could book module tutorials alongside each other. I found I booked some for my modules and then needed to cancel and rebook them when the second modules were released because they conflicted."

"It would be very helpful to be able to see tutorials for multiple modules on one page. For example, MU123 and TM111 - 20J on the same page."

Other questions.

In total there were 9 questions in the start of module survey and 12 in the end of module survey. All the responses and graphs of the answers can be seen in Appendix 1.

Impact

All the surveys and analysis took place during Covid-19 restrictions including lockdowns. This meant that as well as there being no face to face tutorials there were also no face to face meetings at which to share these findings.

List of deliverables

1. Responses to the surveys
2. Presentation at the eSTEEeM 2021 online conference (<https://www.open.ac.uk/about/teaching-and-learning/esteem/sites/www.open.ac.uk/about.teaching-and-learning.esteem/files/files/2021-06-30-eSTEEeM-conference-booklet.pdf>).

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University approval processes

Permission to approach students was obtained from the SRPP and HREC, see Appendix 2. A entry was also made in the Information Asset Register.

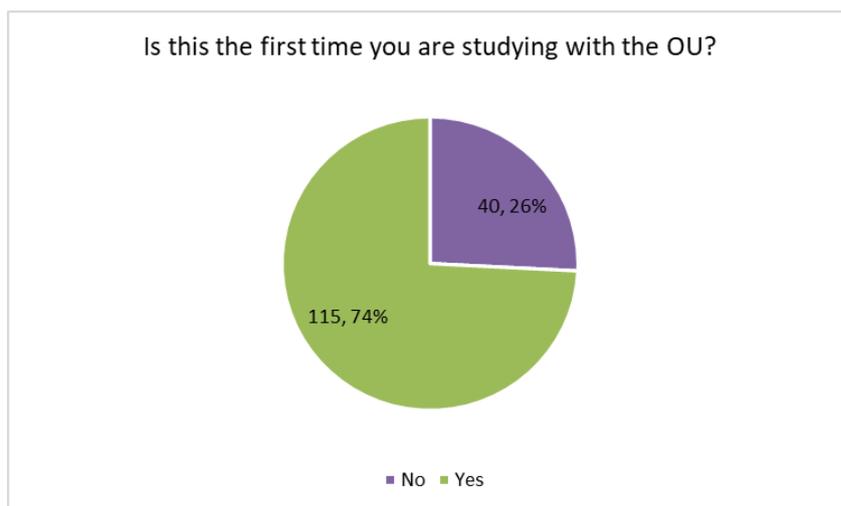
Appendices

Full survey questions and responses

Appendix 1 – 20J Start of Module survey

TM111 20J Start of Module Survey

Q1 Is this the first time you are studying with the OU?



All Comments

No

4th OU module
Did MST124 and M140 earlier this year
Have completed mu123 and previous short courses
I completed the Y033 access course in the last academic year.
I did an MSC with the OU from 2010 - 2013
I did one module back in 2013 but due to family issues had to take a break
I have done MU123
I studied back in early 2000
It is however the first live tutorial I've attended.
Multiple fails over the last 5 years due to personal issues
Previously completed an access course
started a couple of years ago but family problems intervened
Started studying but defected the year.
This is my second year studying towards a combined STEM degree
This is my third module

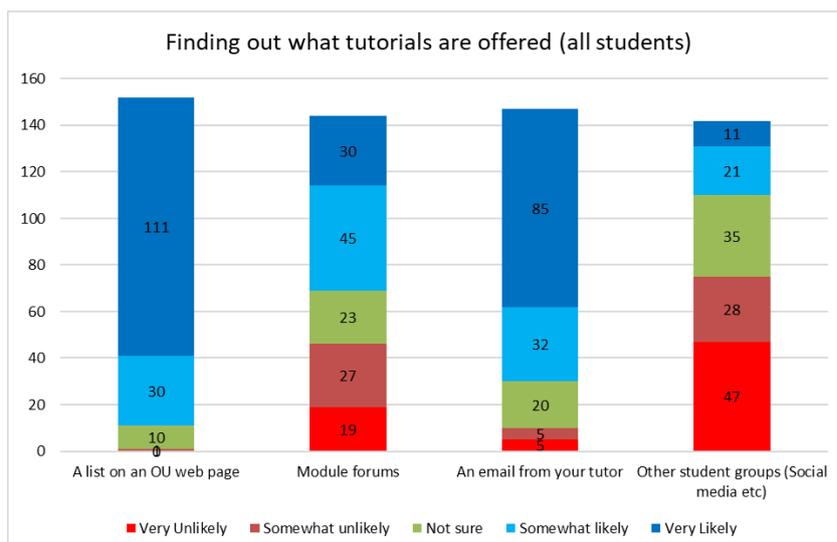
Yes

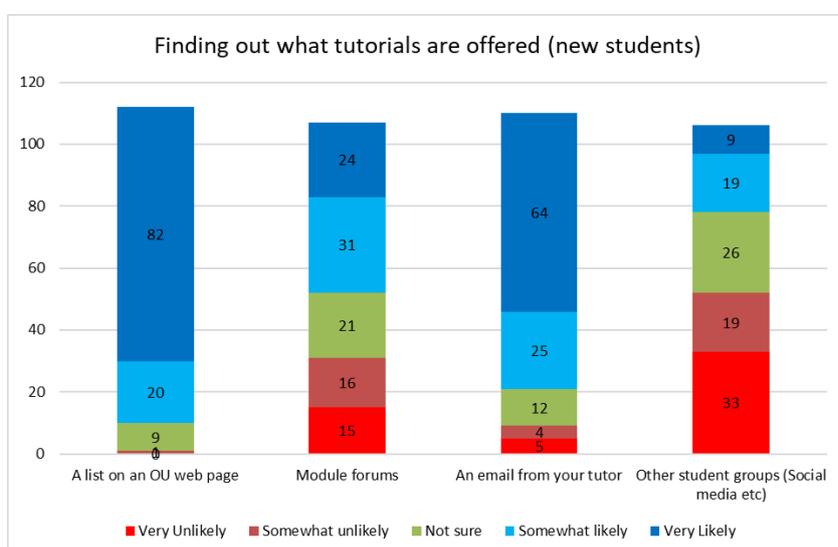
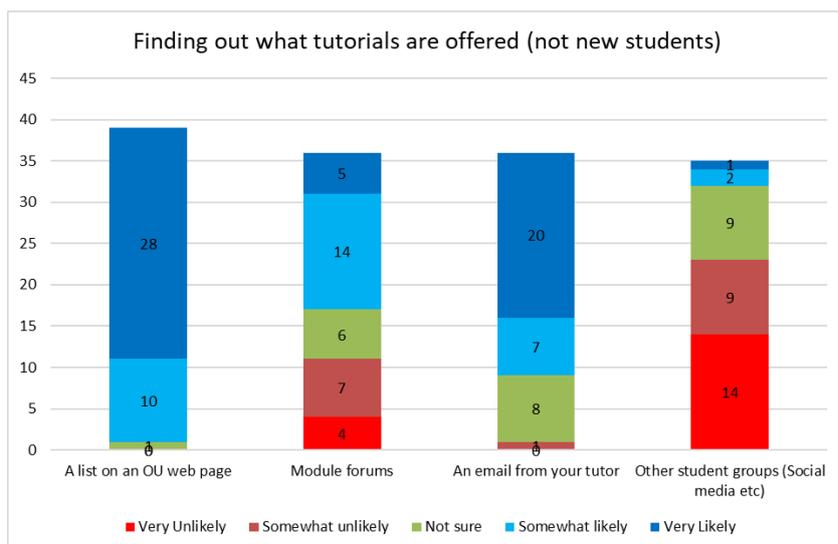
Absolutely disgusted and appalled by the way the OU operates.
Basically, I am interested in studying Cyber Security to lift my self up in terms of finding a job.
Dear Tutor, I hope you are doing well. Yes, it is the first time that I am studying with the Open University. I'm finding a really helpful suggestion activity in the book and the conversation we had with Tutor helped me address some concerns and where to start first. There is a lot to work on and the TMA takes time, but so far I enjoy it and am here to succeed and complete my degree.
First time back in education for 4 years.
First time doing any distance learning at all, as I quit college right before the pandemic.

getting back into part-time has it's challenges. Even though I knew this would be the case for me, I am enjoying my time so far
I am enjoying it so far but i did notice that the module planner is a bit messed up mainly the part that has icma41 and other icma's and tma's where it dose not say what units they are based on.
I began my study this year with OU.
I decided to do my second degree (I hold a previous degree in forensics) alongside full time work to gain more experience
I have completed a distance learning course before
I started a Child Psychology course about 21 years ago but had to drop out as I fell pregnant!
I've not done any learning in 20 years
Smooth joining and introduction to the program
So far, so good!
Very enjoyable, however I feel Adobe connect isn't the best platform to use. Also all staff should be supplied with a good quality headset. Not relating to TM111 but last night attending a TM129 tutorial the teacher of that classes microphone was awful and I couldn't understand much.
Very excited, very interested and want to learn
Yes it's my first time to study with the open university and I would love to do it the computing and IT
Your website is appalling, very clumsy.

2. How do you find out what tutorials are being offered?

Please rank each of the following sources of information about tutorials based on how likely you are to use it. (If you haven't investigated the tutorial booking system yet please answer choosing which methods you think you might use and then add a comment.)



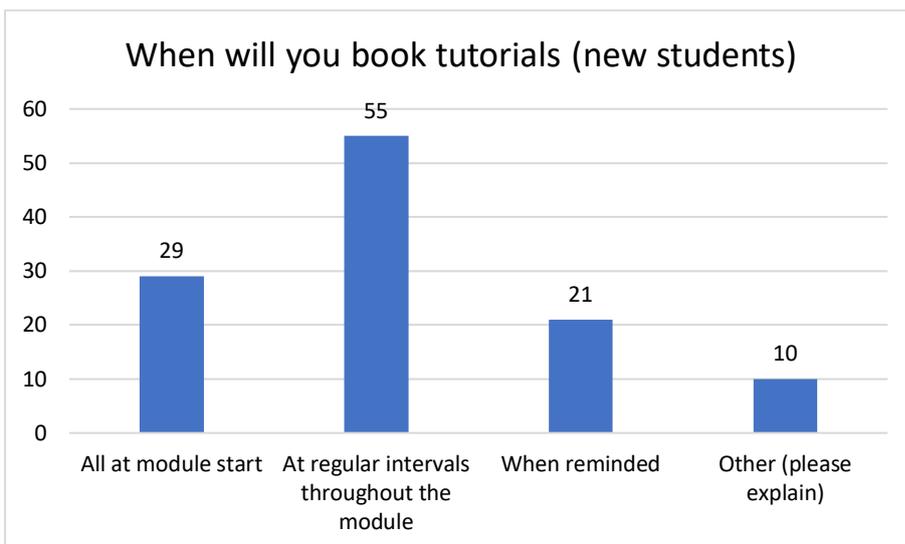
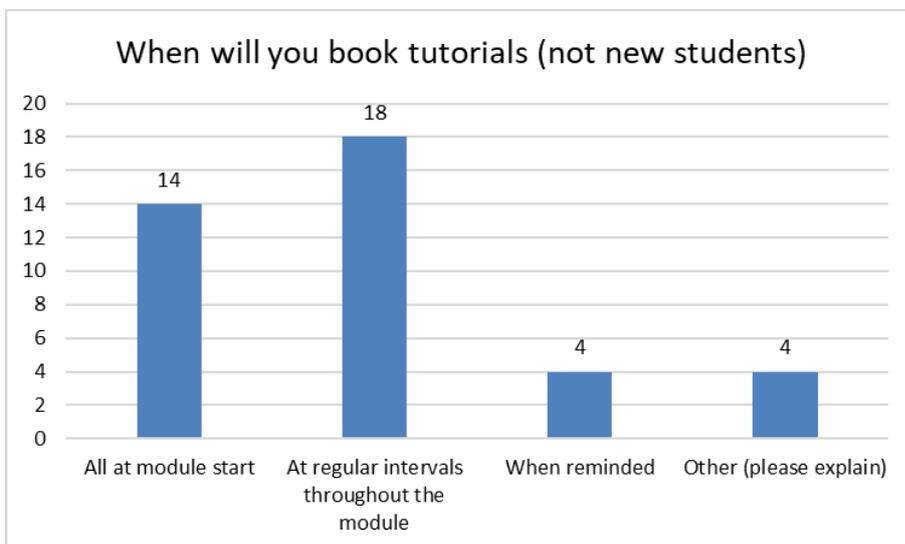
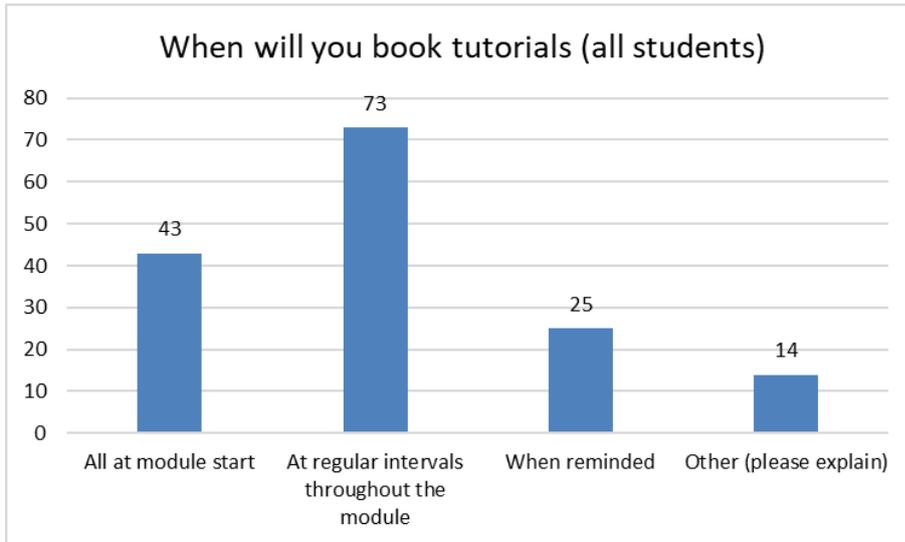


All Comments

2.a. Comments (please add in any more information about how you find out about what tutorials are being offered)	New?
A dedicated email for upcoming relevant tutorials would be a good idea	Y
By going onto manage bookings	Y
Due to covid I have not really had chance where to find tutorials but online in the module as it's all been a confusing time for everything.	No
Haven't done tutorial yet	Y
haven't looked into tutorials yet	No
I found the approach to the Forum a bit old-fashioned, I had some difficulty understanding what to do at the beginning. Maybe MS Teams or some app (i.e. Discord) would have had a different result.	Y
I have kept myself to myself so far but have ventured on to the forums and read the emails that have come through.	Y
I just go in StudentHome and see where I'm up to	Y

I literally looked down a list. My tutor Rocky is very proactive on the forums so that was my second port of call.	Y
I look primarily online, I find the student social media hard to keep up with and follow, whereas the forums and student home I can catch up on fairly quickly in my own time. The links to the module tutorials are easy to find and easy to book	Y
I rarely enjoy taking part in the social media groups to receive course information. Often I find that second hand, speculative and unrelated discussions outweigh credible course information. I would rather ensure I receive accurate information direct from the university and from a limited number of locations.	Y
I use the Tutorials section on the module page and book online.	Y
I usually just check the tutorials section on the website. I don't use the forum.	Y
I will meet my tutorial tomorrow, Wednesday 21/10/2020. I will then do my best to catch up on all the required information from me.	Y
just having the announcements of meetings on the side of the main page module course is what I find the easiest place to check.	Y
Link from home page	No
My first port of call is usually OU Student home page, here I can easily see what tutorials are coming up whether they be module, library or student hub related.	No
Not used the tutorial system yet, felt comfortable studying/researching by myself for the time being.	Y
Now I know where to find a list I can sign up to them. In my previous course I didn't even know tutorials were a thing.	No
On an Apple computer you are unable to access the student association as it provides a pop up telling me the site is not private, I think all websites with the OU should use HTTPS so they are all easily accessible.	Y
On the open university guide book	Y
So far I have only used the website (Tutor and tutorial dates/View your tutorial details). It is unlikely I will rely on any other method to find out what tutorials are being offered, but they may be useful if I accidentally miss any.	Y
So far I've looked at the tutorial page on student home & the module site.	No
tutorial booking system very easy. My tutor has used our forum and has already emailed info as well.	N
Would like to have discussion topics regarding areas of difficulty in the understanding study material	Y

3. When are you most likely to book tutorials?



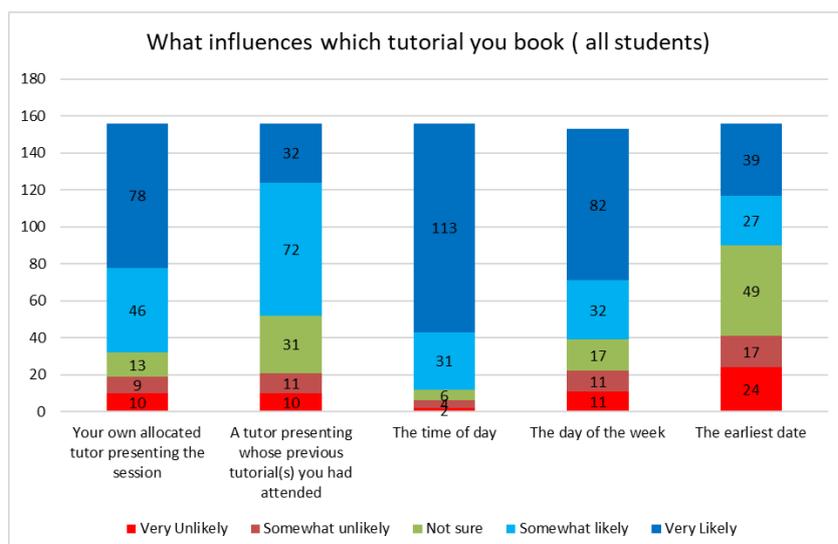
All Comments

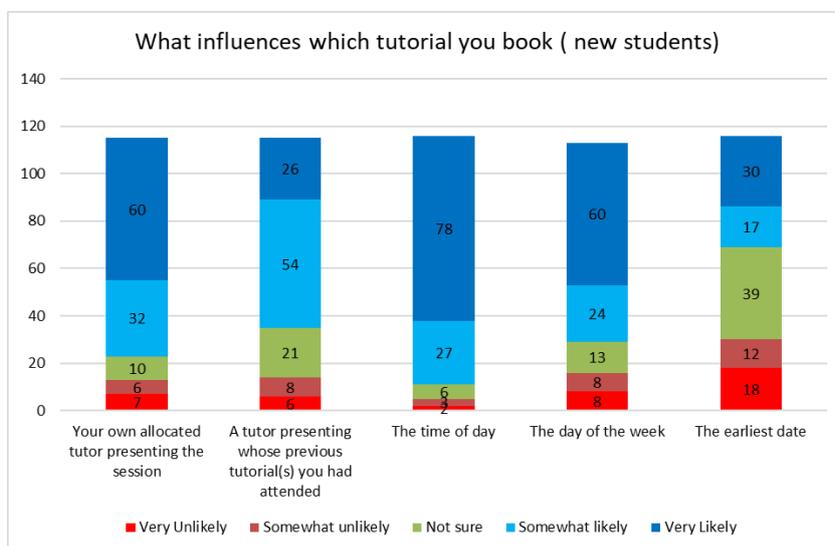
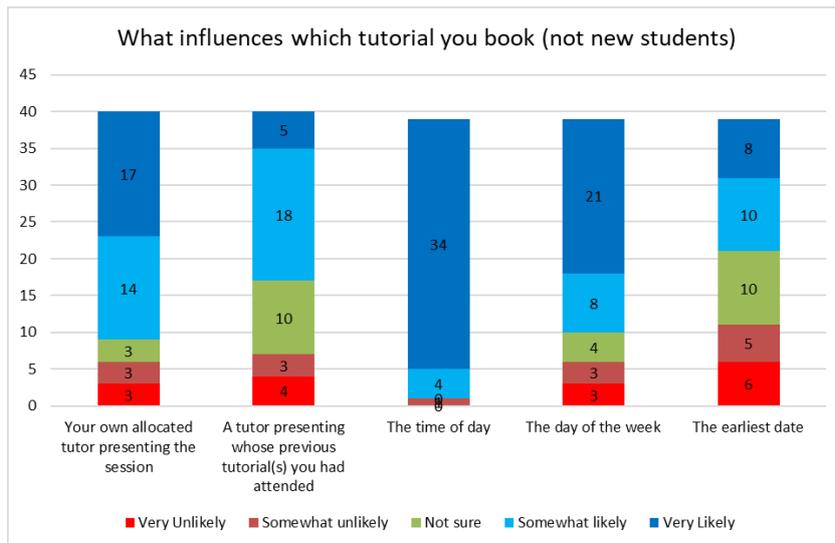
Explanations for students that chose 'Other'

New?	
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No	Due to working irregular hours it's difficult for me to book in advance but I'll join where possible
No	When I am able to get time off work
No	When I feel like I need support
No	When I think I need more coverage of a subject matter.
Yes	Difficult to commit to tutorials with my lifestyle and commitments (work, etc). I find the time to study but 'extras' can prove tricky
Yes	I am going through a busy spell at work so doing as much as I can when I get a break. Mostly over weekends when I have the most spare time available.
Yes	Not sure if there is a requirement for a tutorial meeting though if i was struggling and could not find information on the libraries/forums I would then maybe think about contacting my tutor on the issue.
Yes	So far only for TMAs.
Yes	To be honest I am not sure at this moment
Yes	Trying to fit tutorials around my work but without having a set routine my work changing every week it's quite hard to attend the tutorials live. I book them as soon as I keep an update on what my work schedule is.
Yes	Well apparently even though you didn't make it clear, it appears to be the first thing you're supposed to do.
Yes	When a particular element of the course needs clarifying or when I feel the tutors real world industry operations knowledge could be imparted
Yes	When I'm struggling with course material
Yes	Whenever i find out my work schedule

4. If there are several tutorials offered that have the same title (e.g. Block 1 and preparation for TMA01), what factors are most likely to influence your choice of which session to attend:



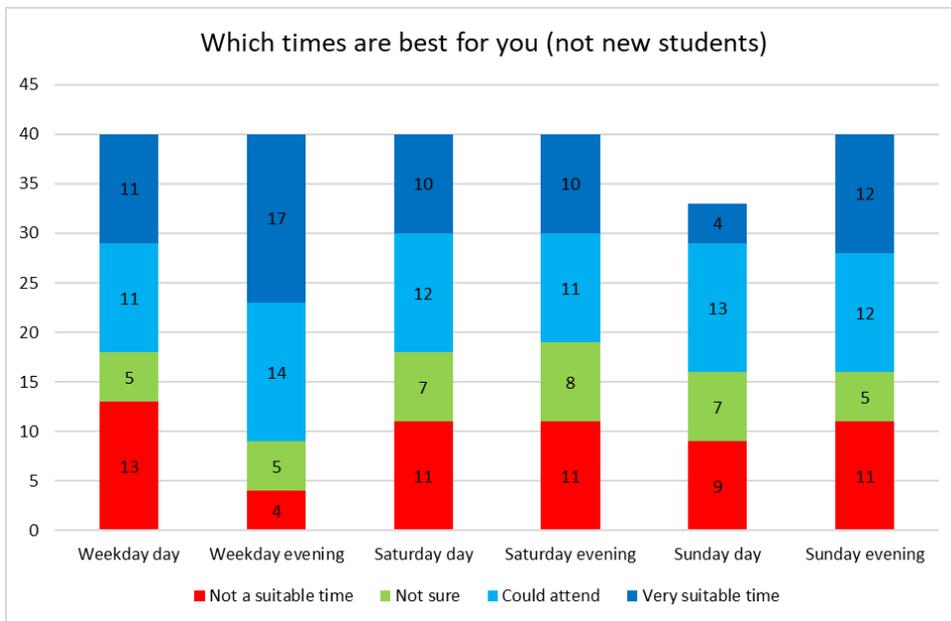
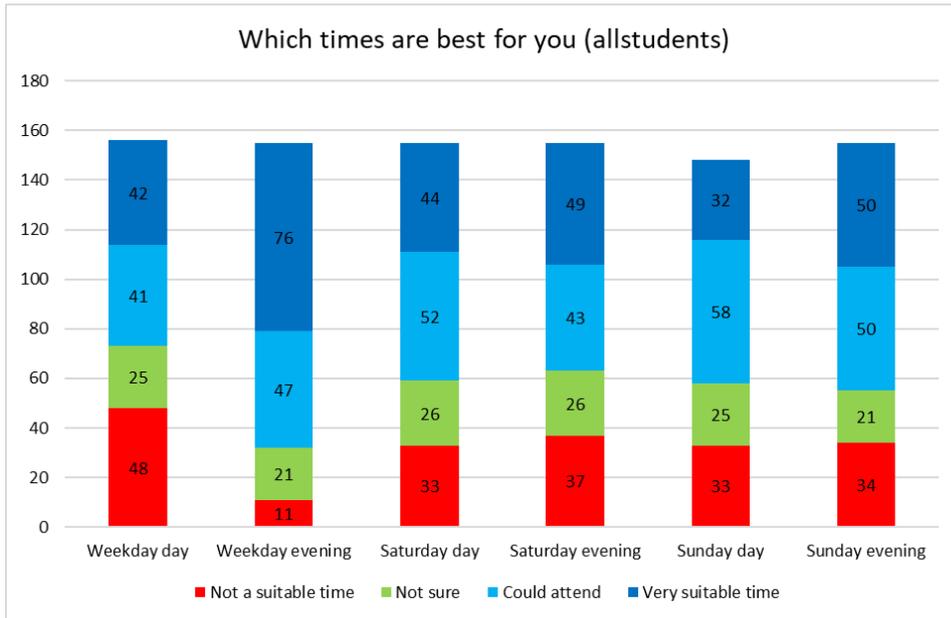


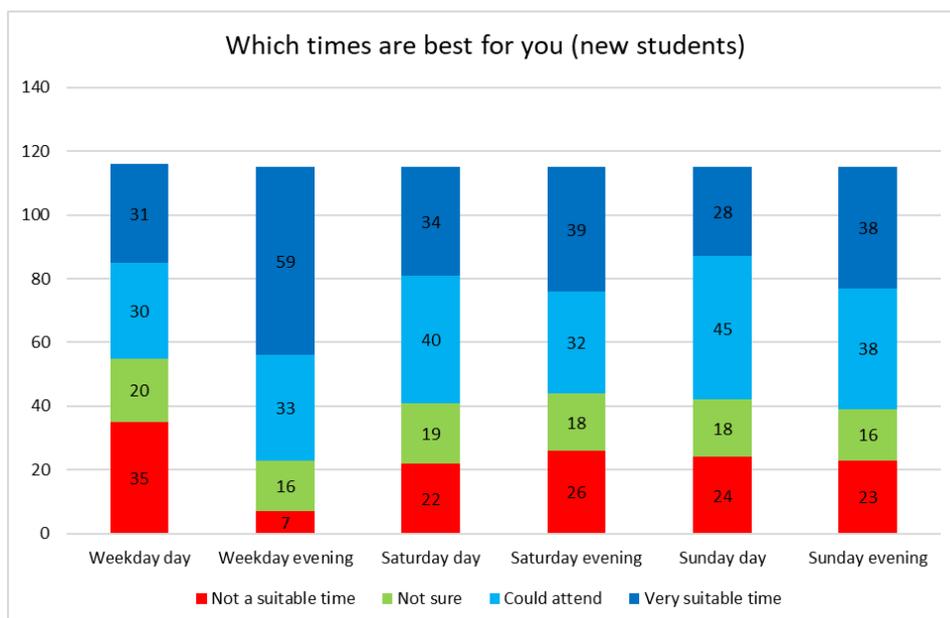
All Comments

New ?	4.a. Comments (please add in any more information about what factors would most influence your choice of session to attend)
No	Based on the time of day then my tutor. I teach so it depends on my classes.
No	Day of the week and time of day will be most important factor.
No	I have also booked tutorials with other tutors
No	I tend to like a tutorial that is in line with where most students want to be, ahead by a week or two in their studies, so prefer earlier dated tutorials.
No	I work shifts so the most important thing is that I'm free on that day /time. If possible I will then try and book with my tutor but that doesn't seem possible for this module
No	Online
No	Time of day, I find I can't attend evening and night time tutorials and there are often no options for day time during the week, which causes me to lose out on education through no fault of my own. Tutorials do not fit around my life.

No	With tutorials that look like they will provide reference to guidance for TMA's I think I would be likely to book the option that is closest to the release date of the TMA so as the material remains current in my mind.
Yes	Again I haven't looked into this further
Yes	As a new student at the OU and to university education, the most likely preference for me would be date/time. However, this may change as I have tutorials with different tutors and I think if I have a better understanding of a particular tutors methods/explanation techniques, then I will definitely be influenced by that factor more than the date or time.
Yes	Do get a little confused whether it will be tutorial on something I learnt in a previous one? If it has the same title but a different tutor is it new material?
Yes	earliest date and time of day
Yes	earliest date if i have worked through the unit in the module book
Yes	I have found OU an isolating experience so far with the exception of Rocky in TM111. I would gravitate towards his tutorials because of the effort he has put into trying to make students welcome and to make us communicate.
Yes	I like to study, so it is my habit to be punctual and prepared.
Yes	I may be more inclined to attend the recorded sessions so that I could re watch if needed as retention of knowledge is more likely with repetition. But then I may decide a non recorded session would be better to attend so that I could watch the recorded session for the benefit of a different perspective.
Yes	I 'popped in' on a session from a different tutor on impulse after looking at tutorial timetable
Yes	I work full time and my tutor only does day time tutorials when I'm working. Not sure I want to confuse myself with tutorials from others not that keen on them anyway
Yes	I work full time so the 7pm mid-week are most likely for me
Yes	I'm an operations manager for the NHS, so I don't have a set time to dedicate to uni work. I do it around demands of my role
Yes	I'm studying full time so making sure there are no overlaps is my main priority.
Yes	I'm working 6PM-2AM full time, so my choice is very limited. I had to book a holiday at work to attend the first tutorial.
Yes	The one that has more priority and more interest on the chapter
Yes	Time, been a full time working single mum, its hard to find a time that fits, they all seem to start at 7 when its bed time
Yes	Work schedule, health status
Yes	Working 12 hours a day in 4x4 shift. So days off work are the ones to aim. Time of day its not an issue. Best with your tutor if day of tutorial matches a day off.

5. Online tutorials can be scheduled at various times. We are interested to find out which times are best for you, so please choose an option for the suitability of each of the times:





All Comments

New ?	5.a. Comments (please add in any more information about what factors would most influence your choice of session to attend)
No	Around 10am till 12 noon would be a great time for me
No	evening weekday are much better and especially as I work full time.
No	Family commitments tend to put weekend evenings out of bounds, other times are flexible.
No	Having retired I prefer to restrict my tutorial timings away from the weekends in order to spend this quality time with family.
No	I have 6 kids and a taxi to run predominantly at weekends
No	I teach (online) in the evenings from 4pm to 10 pm.
No	I work from 4 am to 12 pm. I don't want to do tutorials in the weekend, that's when I study
No	I'm working a 9-5 so with going to and from work, late evenings or weekends are perfect
No	Not too close to dinner time!
No	Personally, my availability varies a huge amount due to social and work commitments.
No	Saturdays are reserved for hockey. Weekdays are good, if I'm not working
No	Weekdays depends on work rota
No	Whether a lockdown is currently in force!
Yes	Again working 12hours in 4days x 4days off. So work week is 8 days long. That means any day in theory suits as long as its day off work.
Yes	At the moment I'm unemployed so I can attend almost any of them, but I have answered based on the hope that I am employed again soon.
Yes	Depends on my work schedules.
Yes	I can't attend tutorials during the day (I have to take off) - I am working full time.

Yes	I have a job and a family. Evenings and weekends are all I have timewise.
Yes	I have a three-year-old son, and near impossible concentrating on anything for more than 20 min before my attention is required.
Yes	I will have more time on the weekdays
Yes	I will work on it to do my best
Yes	I work evenings and weekends, so only have a few select time slots available to me. I would say that severely limits my choice.
Yes	I work full time and have a 5 year old who goes to Jujitsu and horse riding
Yes	I work Monday to Friday 7-5 so needs to be evenings for me or weekends
Yes	i work shift work so it will always change when i am able to attend tutorials
Yes	I work various shifts over the weekend so this varies for me, but my week is free
Yes	Mostly my work Schedule
Yes	My available times are changeable and all times are good sometimes.
Yes	My work schedule changes every week
Yes	Not being at work
Yes	Now with covid can't really tell :(
Yes	Religious and Sunday is my Holy Day.
Yes	The content, times, and who's presenting
Yes	The main factor for me is my working week. Currently I work 5 night shifts a week, Sunday-Thursday 10pm-6am.
Yes	tutorials during noon are the best. as i'm an overseas student, i tend to skip the tutorials taking place at night since i'm busy/have to spend time with my family
Yes	Work schedule
Yes	Working full time day shift, only evenings available, don't want to waste weekend evenings on it.

6. What other factors affect your choice of best tutorial times? Please type in your answer.

All Comments

After work on weekdays
Child and work
Childcare
Children:)
day is best. but i dont work so thats why
Days and times, if I have work or something planned on that day I could be unable to attend
Depends on work and childcare arrangements as I fit my course around these things.
Different each week and what I have on in work and at home
Don't think there is any other factors

Evenings to fit around 3 kids and a job. Weekends to fit around 3 kids and a job.
Family time, home duties, personal recreation etc
Fits around other commitments, whether my children are behaving, work etc
Getting children to bed, long work hours
Hockey. I train twice a week and then play Saturdays. I'd rather not have to try and concentrate too hard after a game.
How they fit in with other module tutorials.
I am busy most evening and weekends due to working and other commitments
I am busy with work, have a few projects ending soon so working longer hours in the office. Weekends are brilliant for studying as I have the time free.
I am part of the on-call rota at work so some weeks a weekday evening may not be suitable so I would try to choose a weekend option
I am retired and free any time
I generally pick the times to suit my work/life activities
I have an autistic child, i look after my child and my wife as well. I will do my best to catch up with you.
I have certain commitments throughout the week so they definitely influence my choices. But evening definitely offer the most flexibility for me
I have variable working hours so my study times are not fixed.
I tend to only go for tutorials after my daughter's bedtime, but not too late otherwise I lose concentration
I work and more buzzy on the weekends
I work evenings and weekends, with some shifts going late, so morning and weekend times are not suitable for me. I think a survey like this (even more granular) during enrolment would be an excellent way to pair students with tutors whose tutorial times match. And also to schedule tutorials in general.
I work from home and can be flexible with my hours. However, I usually have work meetings in the morning. Afternoon weekdays are good as are all evenings.
I work nights and weekends, so I am only available on Wednesdays and Thursdays after 4pm.
I work variable shift patterns, so depending on my schedule, I may prefer different times. My partner is at home during the weekend so I prefer to study during weekdays
I'm work shifts so I choose my tutorial based on my rest days
If tutorials are announced with plenty of notice, I can rearrange shifts at work to make sure I can attend.
I'm at work 6PM-2AM, so evenings aren't really an option (with the exception of my off days). I drop off my child at school in the morning and then I go to sleep, so the best time for me would be 1PM-4PM
It is difficult to attend weekend/evening tutorials as we have a 5-year old son.
Just availability with work and family commitments.

Just work
leisure activities.
Life
Mostly external things, such as if I have enough privacy at home, or if I'm mentally comfortable enough to attend.
My available times are changeable and all times are good sometimes.
My children and wife,
My fiance is due to have our first child in 3 weeks time this could and probably will change things for me but I will always make time.
My job requires me to work different schedule's each week.
My job schedule/travels.
My shift end time
My work schedule.
My work schedule.
My working hours are 08:00 to 16:30 so I like to go in the evening when I can have little break after work before hand.
Need to fit around the kids
None
Other factors that affect best tutorial times all depend on if I am regularly busy on specific days and times
Other obligations I may have at the time
Personal preference. I am more alert in the mornings.
Random schedule at work
The length of the tutorial might influence the best slot for me. Eg: > 2 hours I would prefer during the week.
The main factor would be my work, if I am available or not. I have a different rota every week, and mainly do evening shifts.
the support I can get if I have an assignment close to the due date
Time of the year etc.
Time with family and when I am mentally ready for it.
Times my children are most likely to behave
Unfortunately due to my disability I find it hard to concentrate too late in the day.
Usually like to pick days I know I'll be studying as I usually set aside specific days in the week to study.
Wether or not I have time after the tutorial to do some independent study
What shifts i am working that week
Whatever my other appointments are that week.

When I'm likely to feel best and have a quiet space.
Whether I am working or not
Work
Work
Work
Work
Work and commitments
Work and weekend plans.
Work around work, normally finish at 6-8pm so after then is preferred normally have Tuesdays and Fridays off so
Work commitments
Work factors
Work or booked that time for something else
Work scheduke
Work schedule
Work schedule Family schedule
Work time
Work, family life, commitments.
working full time during the day.

7. At this point in the module why have you (or haven't you) booked on tutorials (we are interested in finding how you feel at this early stage). Please type in your answer.

All Comments

New?	Reason
No	At the moment I am comfortable with material, but If I would like to clarify some subjects or discuss a topic I would look to attend a tutorial.
No	Been more focused on starting the studying than the tutorial booking.
No	Didn't book any, it's my second qualifications I study for with OU. Due to my experience I do not feel currently much need for a tutoring.
No	Due to work I'm not able to book too far in advance and wouldn't like to take up a spot that someone else could use
No	I book them in as soon as possible so I can plan my time around them. I also try to work ahead of the weeks at the beginning so I can make sure I'm on the right track when I go to tma tutorials
No	I booked one for my IT module but forgot to attend.
No	I booked to get a feel for the module.
No	I did book for the first tutorial but right at the start we were put into breakout rooms to discuss why we were studying so i left the session. I was going there to learn about the

New?	Reason
	module and don't feel comfortable in group situations. I have booked on the next one though to help with the TMA
No	I feel at this stage I'm comfortable working through the course material alone, in my own time. As the module progresses I would like be interested in booking a tutorial
No	I have booked
No	I have booked day ones but felt pressured into booking an evening one because there was no other choice. I was very disappointed about this. I might not even be able to attend so that means I will definitely miss out on education that I have paid for. I expected the OU to be more flexible about this.
No	I have booked my first one or two to find out about first assignment
No	I have booked my tutorials to cover the entire module. I feel they are crucial to understanding what is required and when. Tutors like us all are individuals and may prefer things done in a certain way. In addition I have had previous experience of tutors providing useful hints and tips which you may not find in course materials.
No	I have booked on a few modules throughout the whole course.
No	I have booked onto some tutorials early on as an introduction to the modules
No	I have booked the tutorials applicable to the content in the course and being hosted by my tutor. I prefer interacting with my tutor to build a relationship and rapport rather than other tutors' tutorials
No	I have booked tutorials for the whole module. My work schedule can be rather flexible so if I know when I have something booked, it's easier to work around it. If I have to, I can always cancel and rebook at a different time
No	I have booked tutorials just to ensure I am writing up my tma correctly
No	I have forgotten to book tutorials a lot of the time as I am still not in the swing of things with my study planning yet
No	I have only booked one so far regarding the first part of the module and the first tma. I've selected one with my tutor. Going forward depends on how much I understand what I'm studying and when I am available (outside working hours etc
No	I planned mine asap, found that I had more availability so rebooked to be with my own tutor where possible.
No	I usually cant attend, die to work related issues. However, watching recorded tutorial are convenient
No	I want to ensure I make the most of all the support OU offers. By signing up to tutorials early I can add them to my calendar and plan my week around them.
No	I want to see and hear everything that there's on offer.
No	I'm feeling slightly anxious at starting the new module and I do not want to miss anything. So I book my tutorials all at once.
No	It's because I can't get to them as do long shifts and sometimes work on a Saturday
No	I've had the flu so not really done much at this point.
No	Just haven't got round to it yet

New?	Reason
No	Like to be organised and have tutorials scheduled in my diary
No	To ensure I have an understanding or to highlight needs to be improved on (I book on as early as feasible to allow me time to develop)
No	To get an overview of the course.
No	To help me understand the module better
No	Trying to be organised!
No	Tutor has emailed with her Adobe link (can't book).
No	Yes, but I find the course materials adequate for this early module
Yes	After doing the access module, and from what I've seen of the course so far (albeit only a few weeks) I've not found the need to look into extra support like tutorials as I've been comfortable studying by myself.
Yes	Being new to OU and several years since studying at all, I am trying to book as many tutorials as I can feasibly attend to familiarise myself with as much material as possible. I have gone down the calendar list looking for tutorial slots I believe I will be able to attend in the future. As I get more familiar with academic life, I might adjust which tutorials I plan to attend. Also as I progress through the materials, I might become better able to recognise which topics need more clarification.
Yes	Booked them all-in early to work around them
Yes	Covid-19 is impacting my role as operations manager in the nhs. I intend to but given the situation it proves difficult
Yes	Currently I have due to work, as far as I know they are recorded so it does suit more to watch when I am free as watching it when I have time is easier than having a set time.
Yes	Difficult to find time
Yes	Dont know how to, also dont know the benefits and what they include, or what questions are needed to be answered
Yes	Finding the material ok so far so just doing the required work for the week until i find the need for a tutorial
Yes	Have attended all modules tutorial so far
Yes	Have booked, and attended tutorial. Wanted to get involved straight away. Throw myself in, as it were.
Yes	haven't felt that for me, they are necessary yet.
Yes	I am comfortable with my understanding of the delivered content thus far.q
Yes	I attend tutorials to help understand or compare others understanding to my own to expand my knowledge of the subject.
Yes	I book all tutorials whenever they're available. I've booked tutorials for November and December too.
Yes	I book mine to fit around my work schedule
Yes	I book on tutorials I feel will help me (so far all of them)

New?	Reason
Yes	I book tutorials to confirm my understanding of the course material provided to me as well as ask any questions if I'm struggling with a particular section
Yes	I booked all mine early so I could get them planned in and tried to put them alongside the relevant weeks in the calendar
Yes	I booked as many as I could so I could book them in my dosry
Yes	I booked my tutorials as soon as possible to enable me to structure my learning time. My tutorials have been scheduled around my work hours and my home commitments can be arranged around tutorials as they are booked in advance
Yes	I booked one but couldn't attend
Yes	I booked the first tutorial but I hadn't figured out my personal schedule yet and wasn't able to attend. Now I'm talking with my company to find a more suitable time so I can balance work and study.
Yes	I booked to connect with my tutor and group
Yes	I booked tutorials related to the first TMA.
Yes	I chose to book tutorials in as early as possible as an added incentive to keep up-to-date on my studies.
Yes	I currently have had one tutorial and have 1 more booked. I chose to book the tutorials because I think they will offer an advantage in knowledge for tm111. The first tutorial I did with my tutor Jeff was really informative.
Yes	I didn't know how
Yes	I don't know when ill be free two weeks in advance
Yes	I feel sad to be late, and I apologise to you, my disability and my disabled child are taking really big part of my life but I will work hard on it.
Yes	I feel very good. Already booked another as best to my schedule. Feeling relaxed and anticipating next utorials.
Yes	I felt I should try the tutorials to see how information is presented
Yes	I find interacting with people will help me get to grips with studying again
Yes	I have ASD, I like to know things far in advance of them happening so that I can prepare myself accordingly.
Yes	I have because they are beneficial and very helpful towards the parts we study it's nice to be apart of a chat with other students and tutors where we can ask question there and get an answer straight away I will be attending as many as possible over my 6 years of uni
Yes	I have booked all my tutorials so I can manage my time better and be sure I can keep up with the workload.
Yes	I have booked all of introductory/early tutorials to learn more about studying, get to know my tutors and to learn more about ongoing assignments.
Yes	I have booked all the tutorials, after 3 are a little inconvenient

New?	Reason
Yes	I have booked and attended 3 different tutorials so far. I intend to carry on booking as many as I think I need to get the most out of the learning process and to give me the best possible outcome at the end. There are numerous benefits in attending them.
Yes	I have booked in for all of the available tutorials and I check to see if additional tutorials have been added. I initially booked all the tutorials as it was recommended, in order to make the most out of the available resources, to help with study and because I was afraid I would miss out on something important. Since attending a few tutorials, I have found them very beneficial and a good way to find answers to common questions or concerns.
Yes	I have booked on most of the currently available tutorials except where they were full or I couldn't make any of the available dates. I wanted to get the earliest date I could make so that I can be as well prepared as possible for the assignments!
Yes	I have booked on some tutorials and missed a few as well due to personal issues with my timetable
Yes	I have booked one introduction. They were not advertised well and I missed the first few. I have booked it as the course is confusing and i hope it provides some insight
Yes	i have booked.
Yes	I have on ones with different titles, one of them I did miss but rebooked.
Yes	I have only done one so far as it was an introduction and wanted to get a proper feel for studying with OU
Yes	I haven't as I haven't read enough about it.
Yes	I haven't booked any tutorials so far as all the tutorials are taking place at the times that i have work
Yes	I haven't done any things yet
Yes	I haven't because I've been working or I will be that dates
Yes	I haven't booked a tutorial yet because based on the ICMA and the reading I've done I feel I have a good understanding of the topics so far. I may book a tutorial before the first TMA.
Yes	I haven't booked any tutorials yet as I'm still trying to find my feet and am finding the tutorials part of it a little confusing at the moment. Also, I haven't encountered anything I have had difficulty with yet.
Yes	I haven't booked on a tutorial, as I attended my tutor group tutorial that didn't need to be booked in advance
Yes	I haven't booked on any yet. Currently I am just working through the book and online module to complete assessment.
Yes	I haven't booked the tutorials because they are all in the evening. I often have to work during the hours of the tutorials
Yes	I haven't required any assistance as of yet to book a tutorial session
Yes	I need to plan - spontaneity is not possible for me.
Yes	I realise that tutorials are a good chance to listen to a person explain the details and the opportunity to ask questions if needed.

New?	Reason
Yes	I think the live tutorials are brilliant, they're very informative & you can speak directly to the tutors and ask questions
Yes	I try and book early to so i can make plans around the tutorial dates and time.
Yes	I want to gain a good understanding of the course and what it involved more
Yes	I'm finding the course material comfortable to keep up with, and don't require assistance
Yes	In order to create a schedule
Yes	I've booked all from the beginning.
Yes	I've booked all mine for this module so I don't end up double booking with something else
Yes	I've booked all the available tutorials in advanced so that I can plan and organise my studies better. I have had to change a couple of them due to work commitments but overall booking in advance helps with my study planning.
Yes	I've booked most of mine. I just want to get the most out of the course. The first tutorial was great
Yes	I've booked on to the first half of the module's tutorials because I am craving an actual interaction as opposed to just reading the textbook.
Yes	I've booked the first 2 tutorials. I will book on more later on because I'm not sure on what days I'll be off work.
Yes	Just wanted to get things started with as much help as possible and information from the get go
Yes	Lack of time.
Yes	Meet everybody, a route to get started, find out about specific aspects of module
Yes	My laptop hasn't arrived yet will be arriving next week
Yes	No need to, too early in the course.
Yes	no particular reason
Yes	Not suitable days/times
Yes	Since this is my first OU module I booked all the tutorials to learn as much as I can on what is expected from me during the study.
Yes	The dates/times they've been offered. My child is currently not in childcare until next week so it makes it difficult for me to attend any sessions in the day, and my partner works evenings so until my childcare starts up I am very limited as to what times are offered.
Yes	The time of day - would love to attend but they don't fit in with my work (mainly) and family time.
Yes	There was a waiting list for one so decided to book all available straight away.
Yes	time
Yes	To become more familiar with the topic
Yes	To ensure I have all of the information.

New?	Reason
Yes	To find out more about what i need to do and to learn a bit more about the course
Yes	To gain a better understanding of the course.
Yes	to gain a better understanding of what is expected.
Yes	To gain more knowledge and have some of my questions answered.
Yes	To get at much information as possible. Only reading and doing activities doesn't feel like it will be enough for me.
Yes	To have a better clue as to how to do this stuff
Yes	To remind myself to attend them and change my work rota around them
Yes	To reserve a place in the tutorial.
Yes	To understand the module a bit more
Yes	Tutor said we had to.
Yes	Tutorial availability around work hours
Yes	Very early morning study
Yes	Very early on so Im trying everything to see what works for me
Yes	Wanted to see if there were any tips I could get from my tutor or from any other student.
Yes	Work and commitments. I work full time and as most adults do I have chores and responsibilities in evenings and weekends
Yes	Yes and I would like more.
Yes	Yes I have
Yes	Yes, I have booked all my tutorials. The email reminders are a good prompt.

8. At this early stage do you have an idea of what you expect or hope to gain from attending a tutorial? Please choose one.

All Comments

New?	Do you have an idea?	8.a. Please type in some ideas of what you are hoping to gain from a tutorial.
Yes	No	
Yes	No	Support and ideas. Study tips
Yes	No	
Yes	No	I assume tutorials are the prime opportunity to ask questions and receive answers. Due to the nature of an online university it may be

New?	Do you have an idea?	8.a. Please type in some ideas of what you are hoping to gain from a tutorial.
		hard to know if I am going in the right direction if I would be unable to ask questions regularly. So yes, I think its mainly for guidance.
Yes	No	
Yes	No	Clarify main ideas
Yes	No	
Yes	No	The few tutorials I have attended haven't been very enlightening I'm afraid to say. I expect them to ease people into a learning mindset and then to get in depth, getting to the roots of subjects, and especially explaining what is expected for assessments (if that is what the tutorial is about). Tutorials I've attended so far have either been primarily pictures from the study material, with a handful more examples, or too in depth from the start without very much guidance.
Yes	No	
Yes	No	Hope the tutorials will cover the key areas for each of the blocks to ensure that the key areas are understood. Also hope there will be an opportunity to ask questions should there be any sections within the block that is not understood.
Yes	No	More explanation
Yes	No	
Yes	No	additional information
Yes	No	
Yes	No	

New?	Do you have an idea?	8.a. Please type in some ideas of what you are hoping to gain from a tutorial.
Yes	No	
Yes	No	
Yes	No	
Yes	No	How can I start please, do I need to but books, do I need to watch lectures on line. Thank you
Yes	No	
Yes	No	I hope to gain knowledge and a full understanding on what im doing
Yes	No	
Yes	No	Information
Yes	No	Relevant information that I can't find myself, all tutorials I have attended have repeated things I've read already
Yes	No	I don't know,
Yes	No	
Yes	No	
Yes	No	encouragement
Yes	No	
Yes	No	
Yes	No	Structure, hints and tips, TMA guidance
Yes	No	
Yes	No	A bit more insight into some of the modules. What to focus your studies on and suggestions for TMAs.
Yes	No	

New?	Do you have an idea?	8.a. Please type in some ideas of what you are hoping to gain from a tutorial.
Yes	Yes – please give one or two examples	Information regarding the specifics of TMAs and iCMAs, a working relationship with my tutor and peers, deeper insight into course materials and topics.
Yes	Yes – please give one or two examples	
Yes	Yes – please give one or two examples	Understanding of the module. Getting to know others involved.
Yes	Yes – please give one or two examples	Ensuring I understand the content, and activities to practice my knowledge
Yes	Yes – please give one or two examples	Detail of comprehension relating to the technical content and positions in an organisation based on heirachy: analyst, lead, senior, principle, architect....
Yes	Yes – please give one or two examples	I am dyslexic so I would be to make sure I understand what I have read so far.
Yes	Yes – please give one or two examples	Help with TMA and generally passing the course!
Yes	Yes – please give one or two examples	I hope to gain more knowledge in some key areas like academic writing, and T.M.A's. Also I am hoping to gain more learning insights and ways of understanding the subject more
Yes	Yes – please give one or two examples	After attending the introductory tutorial for TM111, I found it quite useful as to what was discussed in terms of using the OU system, and what to expect from the module.
Yes	Yes – please give one or two examples	I gained a sense of the support that is likely to be available. Let me tell you, it's better on TM111 so far than another module..... Also had a chance to start an interaction with people.
Yes	Yes – please give one or two examples	Opportunity to ask questions to help with knowing what to do and when and how. Clearer understanding of what's to come
Yes	Yes – please give one or two examples	sometimes being walked through a problem helps to understand it.
Yes	Yes – please give one or two examples	To have good understanding what its expected from me as a student in my assessment. My questions of things that i feel unsure , but also of other students that participate can learn etc. Its to early to expect something at this early stage for now everything goes fluently. By participating now gives me confidence in next tutorial to adress my problems etc.
Yes	Yes – please give one or two examples	Reinforcing what I have already learnt through self study. Checking my understanding. Identifying anything I've missed in self study. Learning anything additional like useful tips and tricks and different ways of doing things. Help in preparing for assessments. Providing some variety - breaking up the reading.
Yes	Yes – please give one or two examples	So far the tutorial titles and descriptions have been very clear and let you know the main areas they will cover. When I attend tutorials

New?	Do you have an idea?	8.a. Please type in some ideas of what you are hoping to gain from a tutorial.
		I hope to gain a better understanding of the material and if required to ask questions directly. Generally a lot of students have the same questions or concerns, so this also helps ease my own worry about how I am getting on.
Yes	Yes – please give one or two examples	The chance to learn direct from a tutor rather than a book. To get some additional tips about assignments. To expand on the book materials. To hear questions from other students.
Yes	Yes – please give one or two examples	A better understanding of technology, how it began and where it is potentially going and better career opportunities in software development which I am very interested in.
Yes	Yes – please give one or two examples	A deeper understanding of course material. A chance to raise question and seek advice as necessary
Yes	Yes – please give one or two examples	better understanding of what's expected from TMAs an opportunity to get to know my tutor
Yes	Yes – please give one or two examples	As question 7.
Yes	Yes – please give one or two examples	
Yes	Yes – please give one or two examples	Summary of key learning content and guided working examples / exercises.
Yes	Yes – please give one or two examples	resolve doubts about ongoing material real-time with tutor, deeper understanding of tutor expectations
Yes	Yes – please give one or two examples	Visual representation and conversations with other students on the course
Yes	Yes – please give one or two examples	TMA advise at the moment. Generally going through the main points of the sections covered that week.
Yes	Yes – please give one or two examples	Clarity on the subjects at hand, TMAs, etc.
Yes	Yes – please give one or two examples	A better understanding if stuck in certain areas of the module
Yes	Yes – please give one or two examples	
Yes	Yes – please give one or two examples	Better understanding of module and blocks and also direction on tackling tasks
Yes	Yes – please give one or two examples	I hope to gain the confidants to participate with other students and to learn new things along the way.
Yes	Yes – please give one or two examples	Pointers if I don't understand something
Yes	Yes – please give one or two examples	A cover of the material I should have read by that point. Any pertinent information for future works.

New?	Do you have an idea?	8.a. Please type in some ideas of what you are hoping to gain from a tutorial.
Yes	Yes – please give one or two examples	knowledge, guidance from my tutors, get immediate answers, see the different teaching style of each tutor. i'm hoping to learn about maxima too from my tutors for mst124
Yes	Yes – please give one or two examples	To answer questions that I may need guidance on, to clarify/confirm my studies and make sure I have understood topics covered
Yes	Yes – please give one or two examples	I could get to ask the tutor or the lecture on the topic at that exact moment. And I could point out that he should clarify what meant by specially when he's speaking on the same topic. Plus there are other students that would ask some other useful questions & that would help me understand better the subject.
Yes	Yes – please give one or two examples	Further knowledge in subjects I'm not understanding myself from reading.
Yes	Yes – please give one or two examples	- Clarification on the subject of the tutorial - Clarification on methods required in our assignments
Yes	Yes – please give one or two examples	deeper understanding of the subject i am studying, make some friends that i can organise study groups with and hopefully work on assignments together with
Yes	Yes – please give one or two examples	Help on my studies, information on some learning material
Yes	Yes – please give one or two examples	
Yes	Yes – please give one or two examples	Depending on the tutorial, I expect a clear somewhat general presentation on whatever the subject is.
Yes	Yes – please give one or two examples	
Yes	Yes – please give one or two examples	A better understanding of the module A bond between my other fellow students and tutors
Yes	Yes – please give one or two examples	To get some doubts solved, see other's point of view, make questions
Yes	Yes – please give one or two examples	overview and tips and tricks key points as it were to pass tma
Yes	Yes – please give one or two examples	Help me with additional insights not gained from reading through the module book. A human explanation is sometimes easier to follow, rather than reading through a book.
Yes	Yes – please give one or two examples	What parts of the module is put more emphasise on than other parts, how to spend time studying
Yes	Yes – please give one or two examples	Key facts regarding course content Question and answer time to help out understanding
Yes	Yes – please give one or two examples	A general modern classroom environment

New?	Do you have an idea?	8.a. Please type in some ideas of what you are hoping to gain from a tutorial.
Yes	Yes – please give one or two examples	A better understanding of the material.
Yes		
Yes		
Yes		
No	No	Info about tma's
No	No	
No	No	As every tutor differs and every subject differs, it will be interesting to see the structure for this module
No	Yes – please give one or two examples	Actually talk over issues I'm struggling to grasp if not addressed during the tutorial.
No	Yes – please give one or two examples	Better comprehension of the elements in the module. Rather than just reading text books the tutorial offers interactivity.
No	Yes – please give one or two examples	Assurance I'm in the right track, the opportunity to ask questions or hear other people's thoughts and opinions that I may not have considered
No	Yes – please give one or two examples	Information on the module and help completing TMAs
No	Yes – please give one or two examples	Explanations and question opportunities
No	Yes – please give one or two examples	Tutor's knowledge and elaborating on module material. Work sheets (which are very handy and a huge help!)

New?	Do you have an idea?	8.a. Please type in some ideas of what you are hoping to gain from a tutorial.
No	Yes – please give one or two examples	Maybe some guidance on more complex topics
No	Yes – please give one or two examples	Different ways of learning, note taking and applying learning to thinking, in terms of the course in general and in answering the TMA's
No	Yes – please give one or two examples	Guidance on the course and guidance on assessments.
No	Yes – please give one or two examples	A bit more of an in depth understanding of any tricky topics. Context for what we are learning
No	Yes – please give one or two examples	Clear concise direction on forthcoming TMA's and answers to any queries I may have come across in the course of my study.
No	Yes – please give one or two examples	Assistance preparing for TMAs Example questions Chance to ask questions
No	Yes – please give one or two examples	Explanation of difficult concepts, advice for TMA's. IN this module some of the maths question walkthroughs and lots of help with programming
No	Yes – please give one or two examples	A talk and presentation of topics. Possible questions for people in the group to answer and maybe breakout groups to work on other tasks (which has put me off attending).
No	Yes – please give one or two examples	A better understanding of what is required as sometimes the tutor wants something that is not asked for as I found out with tm129
No	Yes – please give one or two examples	An insight to the thought processes and logic to understanding the content
No	Yes – please give one or two examples	A deeper understanding of the materials and the assessment questions.
No	Yes – please give one or two examples	Guidance on how to approach the weakness for instance maths
No	Yes – please give one or two examples	Clarification on any issues i am having or questions i have Getting hints, tips and expert advice!
No	Yes – please give one or two examples	To see things from different perspectives and maybe find answers to silly questions.
No	Yes – please give one or two examples	Tips and knowledge
No	Yes – please give one or two examples	Clarification on certain aspects of module content

9. If there is anything else you would like to tell us about your experiences of booking or thinking about booking tutorials then please put it here:

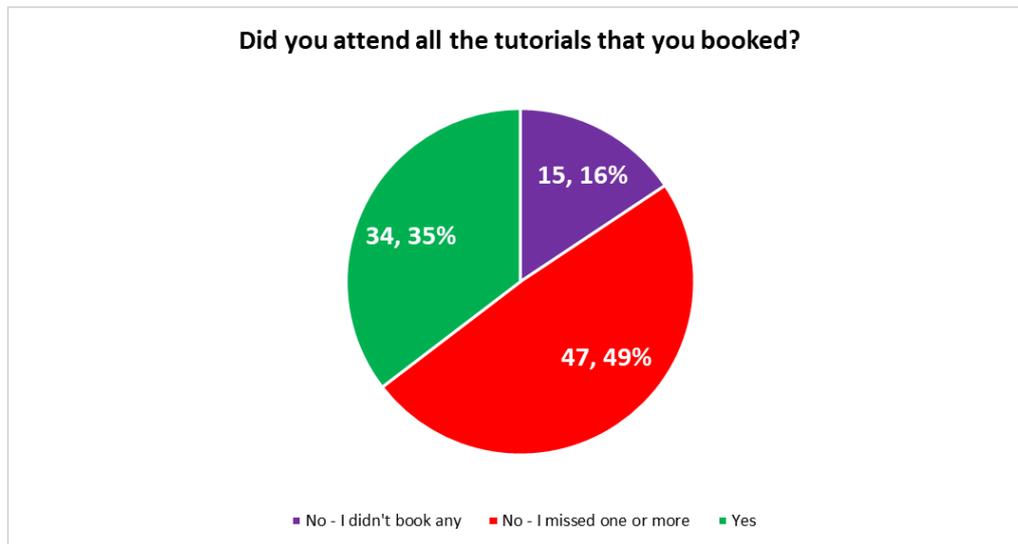
All Comments

New?	
No	Do not like the breakout groups to work on tasks. I prefer the general chat where anyone can type an answer.
No	I find the tutorials helpful but sometimes they're a bit long. I always appreciate it when the tutors go through the TMA questions! That's a massive help
No	I have found in the past that tutorials have been poorly conducted (many other students will agree on this). Students have left tutorials for this reason. Some tutors are not very adequate at using technology, which is a huge disappointment.
No	I have only previously had one online tutorial and although it was a learning curve finding out how it all works, it gave me a confidence boost knowing that others had the same and different questions that I had. Knowing you are not alone in your studies is a confidence boost.
No	I thought it was easy and my tutor is very flexible and welcoming. It was stricter on my language courses where there wasn't much choice.
No	I'd like to have a link to the tutorial from the booking page. It took me nearly 10 mins to find out how to get into the tutorial.
No	Maybe have more available?
No	Potential reminder on the day by email ? Though it's not integral to me being able to attend it would be a fail safe to ensure I was fully aware
No	Such a shame we cannot avail of face to face tutorials but we find ourselves in extreme times and this does not prevent me from the online option.
Yes	booking is easy
Yes	easy to book
Yes	For me, it's all very clear and straight forward.
Yes	having to book in advance is a little difficult for me, as my hours of work change from day to day
Yes	I clear need to learn more about the tutorials and whether I am going to book a few or how I go about doing it.
Yes	I love being able to book them online. My work schedule can change without much notice so being able to switch on to another date is really convenient for me and I prefer this option to in person tutorials which may offer less flexibility.
Yes	I think it would be easier if you could book module tutorials alongside each other. I found I booked some for my modules and then needed to cancel and rebook them when the second modules were released because they conflicted.
Yes	I think it's better to say anything than that I have already tried but I'm sorry I can't say anything for now
Yes	I think the tutorials shouldn't be capped on how many people can attend, this last TM111 tutorial Once I had my work schedule I could only attend one live & it was fully booked and had to be placed on a waiting list which was a little stressful thinking I might not be able to view it live

Yes	i would like external speakers for tutorials as well, not sure why it has to just be a college internal resource when experts exist externally who may be better situated to share variety and viewpoints
Yes	I would personally like to see more variety in times of tutorials. Many, across all of my modules (studying at FT capacity), are evening tutorials and only a couple have been offered during the day, if at all.
Yes	I'd prefer my own tutor not sure I want to confuse myself with different teaching methods of other tutors but he doesn't seem to offer times I can attend. I'm part time because I work and have a daughter
Yes	It is a basic process to book a tutorial which is great. Is there a playback feature for ones I booked but missed so I can watch it?
Yes	It works fine for me so far
Yes	It would be very helpful to be able to see tutorials for multiple modules on one page. For example, MU123 and TM111 - 20J on the same page .
Yes	Just something you may want to check. When I booked the Introduction to MU123 tutorial that took place yesterday I clicked the "Add to Personal Calendar" link to download the file and add it to outlook, but the wrong time was added to my outlook calendar. As I deleted the file I'm unable to confirm for certain that it was the file at fault or that I had changed the time myself by mistake.
Yes	My first tutorial was on a Friday 2-4pm. Everyone is different but this was ideal for me. End of the week so as to recap work according to the schedule and gives a sense of completion and starting the weekend.
Yes	Never had an issue booking a tutorial as it was fairly simple and straight forward.
Yes	no thanks.
Yes	No.
Yes	None
Yes	One thing i wasn't sure about is where my tutor isn't doing one on a particular week there's an easy medium or hard option for the same thing but i don't know which is best
Yes	Please accept my apology for being late at this stage.
Yes	The induction was a bit long winded
Yes	The time and day choices felt fairly limited. Understand module groups are determined by region, but not sure this makes sense when they're all online anyway.
Yes	There are often technical issues, host breaking up, etc... Some of them should be more coincide. Sometimes 1 hour is the only time I have to study and if I spend it on a tutorial I would like to get the most out of it.
Yes	There aren't as many tutorials for TM111 as my other subjects, so maybe some tutorials on relevant but not specifically TMA advice would be nice.
Yes	They way they are done are fine and easy to find and to book

TM111 20J End of Module Survey

Q1 Thinking just about the online tutorials that you booked; did you attend all the tutorials you booked?



N = 97

All Comments

No – I didn't book any

Because of my job commitment.
I do watch tutorials that have been recorded but I don't book them as I never know what I'm going to be doing on the day or what spare time I have or will have
I felt I was able to ask my tutor directly for any help I needed and felt online activities and workbooks provided sufficient information
I have had to postpone my beginning of course because SFE haven't still resolved about my loan and I'm not sure if they will resolve positively.
I prefer studying at my own pace. I find the material really good.
Most of the time I was at work when they were taking place.

No – I missed one or more

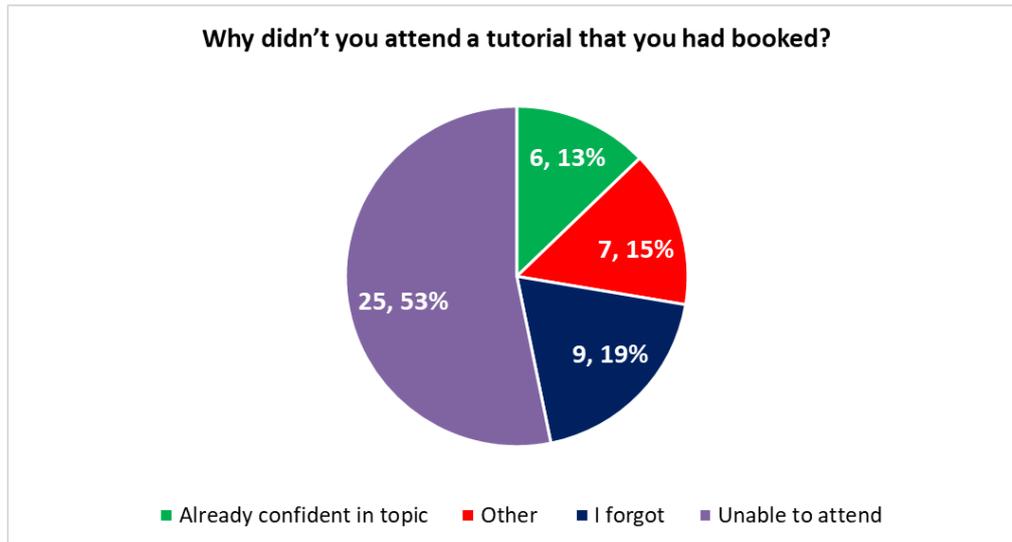
Due to my financial situation I lost nearly a month from OU. I missed one tutorial.
I completely forgot about 1 tutorial as there was a lot going on
I couldn't do the day ones and the night ones something always came up with work or my 6 year old daughter as I have to get her fed and in bed for a set time to be ready for school as we are key workers
I followed just one - generally I have very little time to study and I follow a tutorial only if I am finding hard to understand the content in the textbook
I had to cancel one or two tutorials because i was ahead of the material being discussed. I am on furlough and have more time to commit to my studies.
I missed one accidentally because I got the dates confused
I missed one as it clashed with a shift change at work, however caught up with the recording after work.

I missed one tutorial in particular on intro to OU build, as I felt the module guide gave me enough information to understand it
I missed one tutorial that I booked.
I missed ones i had originally booked as other things came up on the day, but i managed to book onto alternative tutorials for the same block
I really tried to push myself to do it but I had experience with online tutorials in the past when I was doing Law here with the OU and I did not like it, I don't feel there is enough scope to really clarify any doubts and get fully prepared for TMA's. I understand that we are under unusual circumstances with the pandemic, however, I look forward to having presential tutorials.
I run Linux and the upgrade to adobe connect made it difficult to attend. I have a windows system I can access now.
I struggled with this course as I had many external factors which affected my study of this module, and I got very far weeks behind the course calendar.
Life got in the way and I found I missed some and rebooked with other tutors
Missed a couple as forgot I had them booked
Those I missed, I cancelled and tried to rearrange with another tutor.
Tutorials are very useful and helpful
Unfortunately I missed the first tutorial I booked due to a last minute matter I needed to tend to. I did attend the second, but booked no more after that.

Yes

I did rebook some but I did attend a session of each
I only booked like 2
I think I attended them all, however may have missed one and not realised.
It's good to have chat as a way of communication
Not Cancelled ones
There were one or two I had to cancel due to unavoidable issues but I made sure to cancel.
They were well run.
Yes and I liked the reminders!

2. Why didn't you attend a tutorial that you had booked?



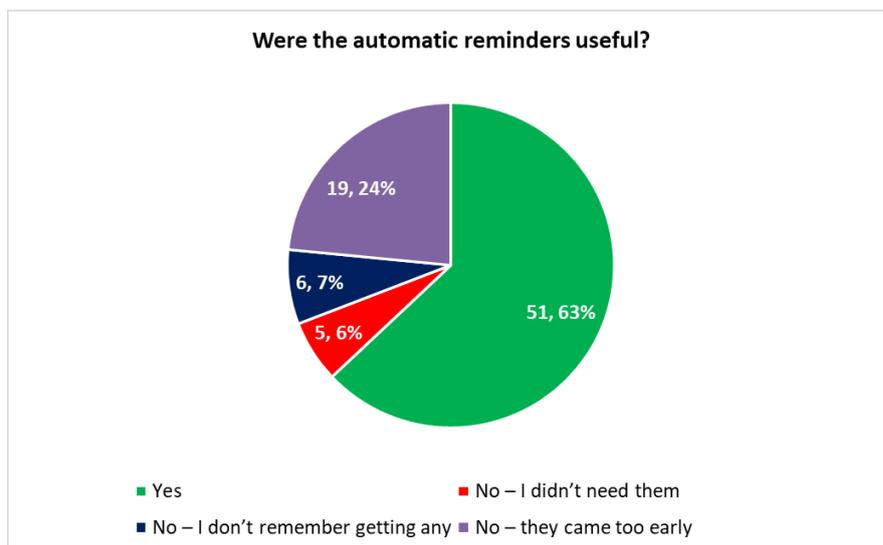
N = 48 (49.5% of the sample)

All Comments

I forgot	I just completely forgot until few hours after it had taken place.
I wasn't able to, something else came up	A bit of a manic time at home
I wasn't able to, something else came up	Although I did completely forget on one occasion 🤪
I wasn't able to, something else came up	Explained in previous comment.
I wasn't able to, something else came up	I had a baby in October which changed my schedule a little!
I wasn't able to, something else came up	The Pandemic, work and homeschooling young kids
I wasn't able to, something else came up	Times weren't great. Cannot attend during work day and at night my daughter needed me and they weren't late enough. It thought I would have been able to but I couldn't
Some other reason (please explain)	Adobe connect upgrade didn't support Linux since I was unable to download the latest version of flash since it is no longer available
Some other reason (please explain)	As I said in the previous question.
Some other reason (please explain)	As mentioned previously, due to being removed from the course temporarily, I wasn't able to access my study page.
Some other reason (please explain)	I only booked the first 6 tutorials. I attended the first one, then missed the rest as my personal and working life became out of control. I therefore stopped booking all further tutorials. And proceeded to watch only a few tutorials as recordings afterwards to help with TMA .
Some other reason (please explain)	Missed one due to poor internet connection
Some other reason (please explain)	Some of my tutorials were shared between 2 tutors Bob and Angus. So, I forgot to cancel one of the them on the

	7th Oct, as I went to Bobs, same for the 4th Jan. I booked a tutorial on the 2/02/21 with Ed, I arrived but no one was there, some other students were confused, too. We found out later that Unfortunately, Ed was sick.
Some other reason (please explain)	The tutor didn't attend

3. Automatic reminders for tutorials that you have booked are sent out before the event. Did you find these useful?



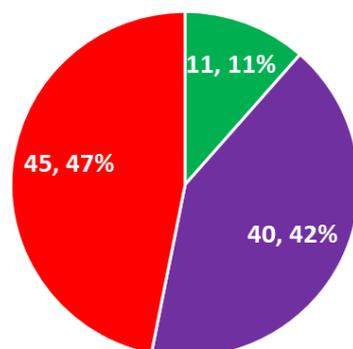
N= 82

All Comments

No - I didn't need them	They are useful, but I personally did not need them.
No - I don't remember getting any	I added tutorials to my personal calendar and relied on that for reminders. I don't recall seeing other reminders, but did not need them.
No - I don't remember getting any	Tutorials are not as central on the site as they should be, if I hadn't spotted them once I would have never ever noticed.
No - they came too early	2 weeks earlier is too early, I would prefer getting them a day before or so
No - they came too early	Having them a week early usually didn't help me, personally a reminder the day before to allow time to cancel if required would be more helpful as by that point I know more about any last minute reasons regarding whether I am able to attend
No - they came too early	I got a reminder about 2 weeks before, way too early.
No - they came too early	I imagine they would very useful for some but I put mine in my diary and on my phone and still had to miss some.

4. Did you attend any tutorials that you hadn't booked?

Did you attend any tutorials that hadn't booked?



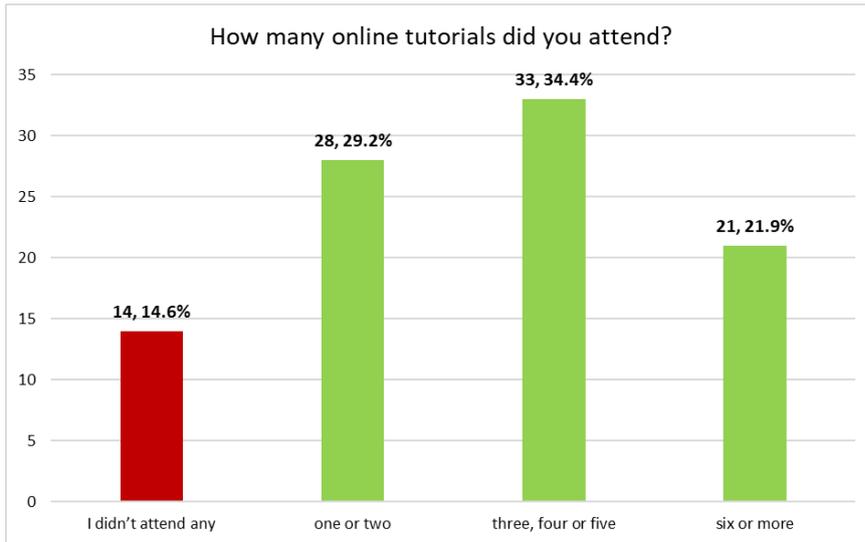
■ Yes ■ No - I didn't know I could ■ No

N = 96

All Comments

Yes	Bob has mentioned you can just turn up if you're free. This great for me as my work change last minute, so I was able to attend 3 more tutorials with Bob than I expected to in Oct 2020
Yes	I attended last minute tutorials that covered the same aspects of the module of the ones I missed
Yes	I do watch recorded tutorial.
Yes	There were times where I attended many recorded tutorials or chose to just engage in ongoing tutorials I never registered to.
No - I didn't know I could	Was not aware you could do this.
No - I didn't know I could	Wasn't away you could but again I find it easier to watch pre recorded tutorials when I have time

5. How many online tutorials did you attend?

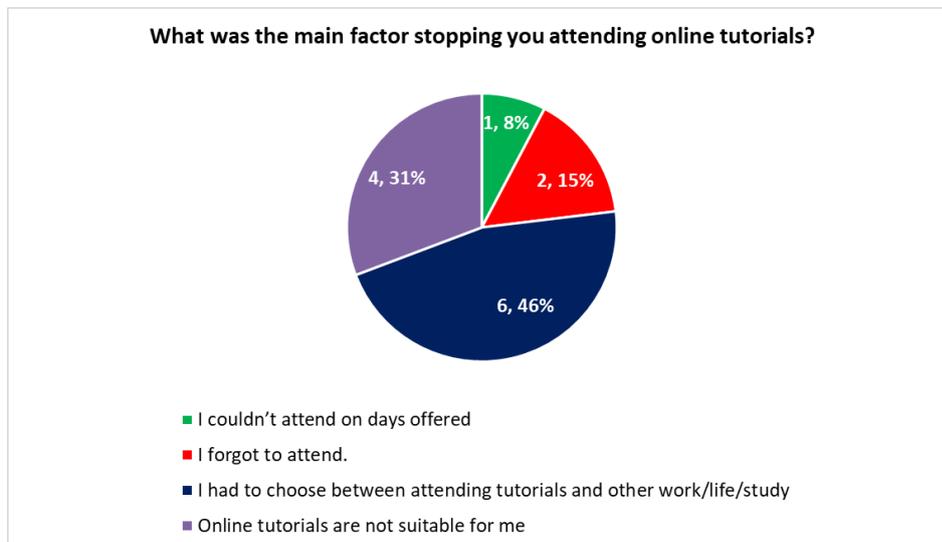


N = 96

All Comments

I didn't attend any	not at good times
one or two	I attended one which I didn't find very useful, so I did not attend any more
one or two	Just one to see how it was in the beginning.
three, four or five	I tried to attend as many as I could and to help with my studies.
three, four or five	I've watched multiple just not watched them as they're live
six or more	Attended 6 so far and scheduled to attend the final tutorial on the module on Thursday 25.2.21
six or more	I attended more than six just because I find them useful and helpful. Plus its always nice hearing information by someone that is more experienced than you in a particular area.

6. What was the main factor stopping you attending online tutorials?

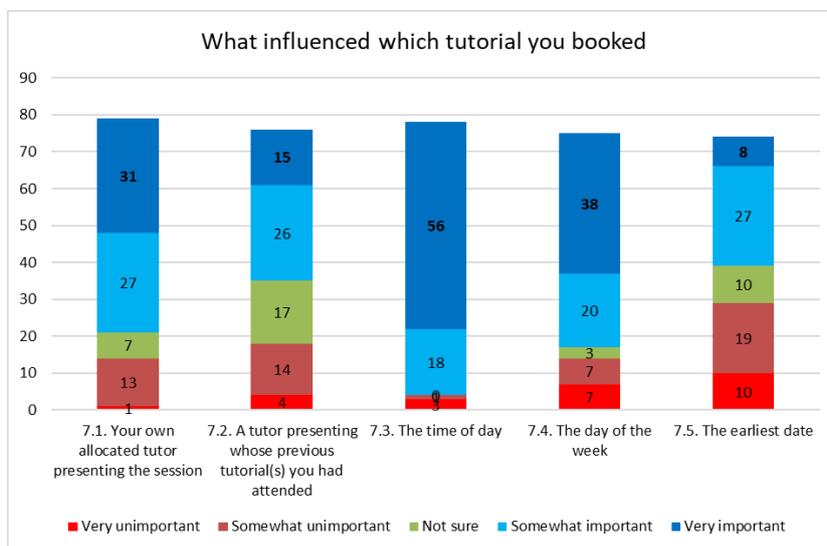


N = 13

All Comments

I forgot to attend.	Habit of waiting till submission day then cramming, so tutorials were never really a thought.
I had to choose between attending tutorials and other work/life/study	I work weekends. Most of the tutorials seemed to be on a weekend.
I had to choose between attending tutorials and other work/life/study	I work full time with a 6 year old daughter
Online tutorials are not suitable for me	I didn't need education from a tutor to complete the course material given

7. If there are several tutorials offered that have the same title (e.g. Block 3 Networking concepts), what factors most influenced your choice of session to attend:

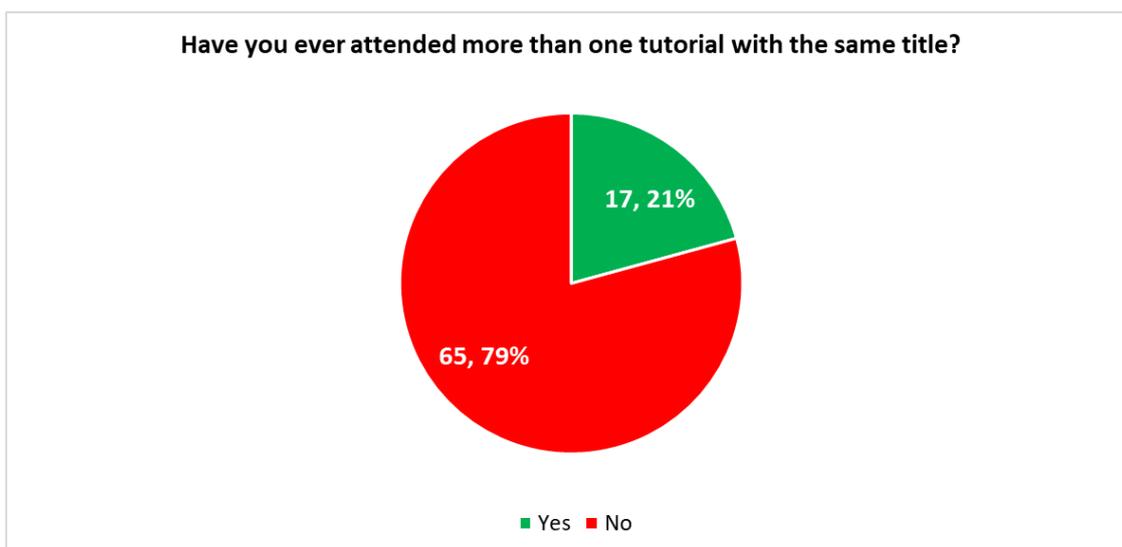


N = 85

All Comments

Getting different views on content
I always chose my tutor's tutorial when I had an opportunity to do so, but unfortunately most took place when I was working
I only attended the tutorials from my tutor.
I only went to one
I try to attend as many as I could. It was no issue for me Tutor wise, as long as I could email them to gain the slides and ask permission to record as per my disability profile.
I wanted to tick 'very unimportant' for every question except the 'my tutor' one but it wouldn't let me
I work and tutorials always clashed with my working hours
If my tutor has their own up I will watch those if not it's just which ever I see nearest the top
Very important that I can ask as many questions as possible
Would prefer if tutorials were weekdays and not at weekends

8. Have you ever attended more than one tutorial with the same title?



N = 83

All Comments

Yes	All tutors have different ways of presenting, so you may pick something different up from each one - Even if it's just how things are explained. You also find that different students attend, and they may ask a question that someone in the other tutorial didn't think of and this can start a discussion that may help.
Yes	Because different tutors provide topics in a different way, sometimes not understanding a concept with one tutor but understand it better with a different tutors perspective
Yes	Either because i felt there might be some important difference between the tutorial (one might focus on two blocks but have my person tutor, another might be more focused on particular blocks but not have my tutor). Or there has been an issue with tech/i've struggled to concentrate on a tutorial.
Yes	Filling knowledge gaps
Yes	Going over my notes, I realised that yes I did. I believe one was called simply "Networking concepts" and the other was called "Networking concepts and preparation for TMA03". I must have booked the first one and then saw another one with extra focus on working through the TMA. I didn't find the two very similar though.
Yes	I did not find the first one helpful and am hoping attending a second with a different tutor will help.
Yes	I find different tutors cover different things
Yes	I have when one of the tutorials did it explain everything
Yes	Networking Concepts appeared twice on the tutorial list but one of these included prep for TMA 03. I decided to attend both as prep for TMA03 was clearly very important and in actual fact there was an opportunity on the other to practice more mathematical equations and have the methods explained which I found valuable learning.
Yes	One of the tutorials had a lot of technical difficulties so it was easier to follow a different tutorial of the same material
Yes	Prepare for a TMA

Yes	Repetition and having the same information presented from a different tutor's perspective gives me a far better and more complete understanding of the topic.
Yes	There were internet issues on the tutors side during the first version of the tutorial. I attended again with a different tutor to ensure I hadn't missed anything due to the time constraints which these issues had on the first run through.
Yes	To get a different insight from different tutors as their tutorials differ.
Yes	To get the views and ideas, style of presentation of another tutor
Yes	To refresh and it was also helpful when completing my TMA as i had different questions at different stages when on different parts of the TMA.
Yes	Towards the end of this course I thought I had missed a tutorial, so I booked one with Ed, which in the end had been cancelled any way. The tutorial title and content need to be clearer for students who can't attend their own tutors
No	I have never felt like I had to. I have always come away feeling confident in the knowledge gained.

9. Thinking about the best tutorial that you attended, what was it that made it good? Please explain.

All Comments (60)

19th Feb 21 - Networking Concepts. There was only 5 of us online probably due to the tutorial taking place on a Friday evening. I think the low numbers was extremely beneficial as it facilitated far greater interaction and all issues appeared to get resolved.
A good demonstration of the ICMA system and how to fill out TMA's
A tutorial on Open Build which was interactive and fun.
An interesting tutor.
Animated tutor who was engaging and clear. Good notes and interaction. Not just discussing problems and solutions, but explaining theory.
Clear explanations of tricky topics. Very informative and helpful
could ask specific questions on the run up to TMAs
Covered all the topics in great detail, made it interesting and enjoyable and kept it relevant whilst using anecdotes.
Exhibition of professionalism
Explaining the specific subjects
Explanations of important concepts
Friendly, clear and logical explanations of some of the more complex topics. Motivational, Bob is always encouraging and talking about what we'll be able to do in the next course. Being able to do some group work together and finally, all the topics were covered well in the tutorial.
From memory I found all the tutorials I have watched are good, nothing in particular stands out but I got what I needed out of them
Further explanation of topics in the books, demonstrations of process

going through all TMA questions, giving helpful pointers and taking their time to answer all questions
good explanation of topic and handouts of slides
Good explanations of topics covered in the learning materials
Having a tutor leading the session while another was supporting in the chat was the best format.
Helens ability to go into enough depth that we'd learned what we needed to, but still being able to simplify it enough for those confused to understand
I always appreciate going through the TMAs, and focusing on aspects that are not explained in the TMA itself.i.e. where to go for information. Clear and concise information (and clear microphones). Relating information to person experience/everyday life.
I can't remember the actual tutorial but it was one that actually discussed the topic of its title, it was regarding a TMA based tutorial and we didn't go off topic and spend a long time discussing topics that were not beneficial
I don't feel as though I attended any particularly good ones, or watched any good recordings.
I enjoy tutorials that are informative and helpful toward the TMAs. All but one achieved this.
I enjoyed the engagement and the mid quiz and group work. It was good.
Interactivity and lower size of the group.
It was around the beginning of my studies with the OU and having a friendly tutor explaining how to approach TMA's and assignments really helped.
Knowledge, eloquence and sense of humor on the part of the tutor.
Methodology of explaining topic
My tutor made my tutorials - they were friendly, and made me feel like I understood the content.
My tutor was friendly, answered all questions and never made anyone feel stupid for asking it.
Not the best I attended, but the best slides made available after were called 'CAB preparation for TMA03' posted by (name of tutor redacted). Those slides were excellent to the point of giving the answers away.
Nothing
Number of attendees, interaction from other students, tutors knowledge and how they present it, also time of voice and behaviour of tutors.
Only attended one tutorial as it was the only one available when working around work hours
Plenty of interaction and activities to cement the understanding and what we had learnt
Probably a programming tutorial which was more interactive than most tutorials, as we were coding along with the tutor. It may also be that I found I enjoy programming.
Questions from other students were helpful, and time to practice tasks with the tutor
The best tutorial I had was the introduction because it help to get me engaged with the module.
The best tutorial I have attended (so far!), was probably the Block 2 programming tutorial. This was my favourite subject, and there were a large amount of students on the tutorial, which was run by my tutor. It was highly interactive and gave everyone a chance to get involved.

The best tutorials I had was interactive with people split into groups, it encouraged engagement rather than just sitting and listening which could be difficult to remain focused if the tutorial was at the end of a long day
The communication and atmosphere. It felt comfortable to be there and know that your questions would be noticed and answered
The content and the detail the tutor went in too their line of work. The tutor was very enthusiastic and did some practical questions which was very useful.
The information provided about the assessment. I found that very helpful. Without it I would've made more mistakes.
The interaction from the tutor, and the pace of the tutorial itself.
The preparation for TMA 01, being the first assignment in the OU, helped to clear up some doubts on how to do the work properly..
The tutor controlled the rooms participation very well.
The tutor got straight into the session and topic. There wasn't any unnecessary preamble. They had good ppt presentation with well explained slides. They didn't get carried away with a question from any one student utilising excessive time, which then compromised their time on the rest of the tutorial. The tutorial entertained the right level of interaction with students, not too little, but not too excessive.
The tutor made it fun and informative. We managed to get through a lot of information without feeling like it was rushed.
The tutor was friendly, and the pace was very well pitched. You didn't feel awkward asking questions.
The tutor was good. It was a Friday 2-4pm and it was a good way to close out the week.
The tutor was really engaging and made it interesting
The tutor was really nice and involved all participants.
The tutor was very understandable, with the correct pace for me and the time allocated for the material was very on spot, even leaving time on the end for any questions.
The tutorial that went into detail regarding the topic and highlighted issues previous students had faced and had time at the end for questions.
There was good interaction between the tutor and the students in attendance.
Tutor gave explanations to supplement the books material.
Tutor was very helpful
Tutorial for TMA02 was very helpful as helped me better understand the questions and put my mind at ease
when this was well structured and progressed steadily

10. Did you attend any tutorials that you didn't think were a good use of your study time?

N = 50

All Comments

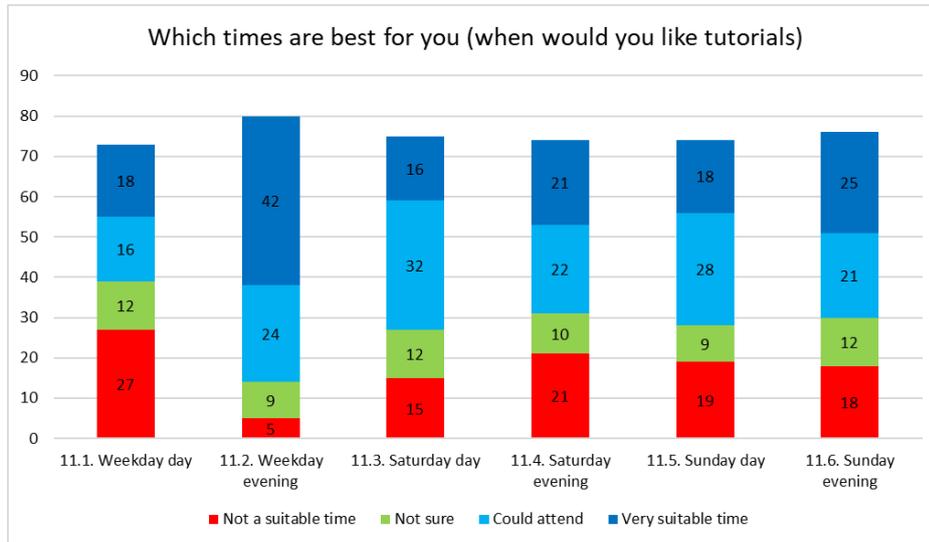
Yes, the tutorials just felt like slide shows of stuff that was already explained in the books. Almost like it was copied and pasted.

Yes one particular one that stands out is that it was about a section that was not even studied at the time so I felt very lost listening to topics that I hadn't even started yet
unimportant information not relevant to topic
Tutors who just go through the motions and read directly from notes, they are over quickly, do not add anything and are a waste of time
To be honest, I think most of them could be better. The main benefit I feel I got from them was essentially thinking about the subject "with" other real people instead of just getting what I could from the material and the occasional communication direct with my tutor. More often than not they are "just" powerpoint presentations, with an occasional question posed which is quickly answered in text chat. Very little interactivity. I am unsure if I expect too much, but I would like to see more opportunities for students to "understand", for things to "click into place" in real time, rather than simply be presented with information which is already in the reading material. Perhaps the tutorials try to cover too much at once and end up not covering enough.
This was rare but sometimes reading the content from the slides was not useful. More hands-on with exploring the content such as converting numbers by hand would have made a brilliant tutorial
There were some subjects that I already knew, so I had to wait while attending for the part that needed extra explanation.
There was one with bad technical issues which made it difficult to listen to
The very first introduction tutorial. There was so much social chat about their pets, the weather etc.. and 50% of the tutorial time was wasted. I do understand there is a need for preamble to break the ice and create a warm feeling for the community of TM111 students, but to spend an hour on the introduction tutorial was very frustrating.
The one tutorial I did attend, I do not feel I got much value from it.
Some tutorials focusing on TMAs were scheduled when we were starting the blocks, so the tutors didn't go into much details as we weren't at that stage. It might be more useful to have these timed better or to cover material regardless if it is being recorded as it can be reached when you get to that point.
Some tutorials don't cover more than the absolute basic information for the module. I attended two tutorials that basically covered the same information twice, which wasn't as useful
Some seemed to literally just repeat the info in the book
One. I think I was much further ahead in the course.
One of the TMA tutorials I attended I found was very pointless. The tutor simply read through the questions without any useful advice provided.
One of the first i attended, we got bogged down near the start of the tutorial with a very simple question that seemed to keep being asked by the students in the chat in varying ways. we seemed to go round in a circle for a very long time and therefore did not manage to go through all the slides. 1 i was a little annoyed at the students for not reading the assessment guide, and 2 the tutor could have handled it better, answered a couple of the questions then referred them to the assessment guide and moved on. The students could then have emailed their tutors for clarification if they were still unsure
Occasionally they're too long, or the microphones have been unclear (high pitched and painful).
Not the tutorial itself, but there was one time when a student kept interrupting the tutor with irrelevant questions and thoughts, which I found annoying and made the whole experience less worthy for me.
Most of the tutorials I had were very leggily and difficult to follow along.

I found one for Block 2 hard to connect with, but trying to write code on the fly is hard.
I did not have this experience in TM111
I did not
I attended one which for me I left as I found it was very monotone and made me tired, so I left and studied myself
Distraction from other students not muting mics
Not really, I think the tutorials are all a very good way of reinforcing my learning, and were especially useful for assignments, as they gave me a clear idea of what my tutor was looking for.
Nope
None
No. All were useful
No. All were of some value in some form.
No.
No, to be honest all have been useful. Although on the 2nd of Feb I was a little annoyed as the tutorial had been cancelled without letting anyone know. I had rearranged some of my own classes for to attend this, so that was a waste of time and money. However, if someone is sick, then that's completely understandable.
No, not in this module. In other modules, the pace has been off and the tutor so unfriendly I didn't feel comfortable asking anything.
No, I felt they were all useful.
No, all were very useful.
No I thought they were all worthwhile.
no I enjoyed the only tutorial I did attend, it was very informative and offered crucial information when submitting TMA's
no
N/a

N/A

11. If tutorials were available at any time when would you like them to be offered?



N = 98

All Comments

Because I study full time during the week, I reserve my weekends for other activities, so weekday tutorials are much more suitable for me. I understand that this may not be the case for everyone, as many students I imagine study on the weekends. I think there is a nice balance on TM111.

Evenings are far more appropriate with myself due to childcare needs.

For religious reasons I wouldn't attend on a Sunday

Friday afternoon

I currently work weekends, but I'm looking to change to a day job in IT.

I don't really want to take part in collaborative studying. I spend my days at work talking and discussing, my study is a chance for me to just 'do'.

I find weekend tutorials are better in the morning, so you can attend and still have your own time, rather than waiting around all day to attend.

I found on weekdays I tended to be ran down from work, and didn't have much time to get food and relax a little before my tutorial

I only watch recordings now

I study full time so the offerings don't really matter to me as I can always make time to attend and have no other urgent tasks such as work

i went to one tutorial and realised it is just not for me

I work 9-5 Monday to Friday and sometimes overtime on weekends

I work evening week days from 15.00 to 20.00, so for form 10 am to 12.00 pm would be ideal. I can rearrange my classes so that i have Mnn days from 19.00 free on tutorial days and ask my student to do another day. I would be up for a Saturday morning, not sure I would do this for my students, though. Rest is important, so Sunday never.

I work full time so weekdays are difficult

I work shifts, 4 on 4 off so it's hard to say which days would be best. A selection is always good as can usually find something that fits

I'm usually at work in the evening and I need some time during the day to drop off and pick up my little one

it depends on times and if my NHS HCA partner is working or not and who can sort out our 6 year old

My work rota changes frequently so no specific day is good for me

Outside of working hours GMT (9-5)

Work on a shift pattern so all days are possibilities

Working 4 x 4 week so week is 8 days, 4 days working, 4days off.any day is suitable

12. If there is anything else you would like to tell us about your experiences of tutorials then please put it here:

Clearly we remain restricted given the current pandemic. For me personally if and when restrictions are lifted I would still very much prefer travelling to attend a tutorial in person. The online option while still better than no option is no substitute for face-to-face learning.

Generally excellent. I wish I had attended more.

I believe tutorials are different for everyone as we have different circumstances and some students maybe more sociable than others etc

I feel that tutorials are somewhat sometimes too late, for instance there was a TMA02 tutorial a day before the date the TMA was due

I felt the tutorials were done a bit late. I felt I was ahead of the tutorials.

I find the hard attend tutorials due because of bad connection and performance.

I found it difficult to get to the page with the recordings.

I generally find tutorials very useful. I do find it more useful when we can use microphones to speak (though i fully understand why students should be kept muted). Sometimes it would be nice if the presentations themselves were a bit more engaging (though this has been more of a problem with other modules i've studied).

I have found that tutorials for this module have experienced more issues than on my other module. I am not sure if this is due to numbers etc. but I have found the other module tutorials easier to follow due to there being less issues i.e. connection issues, presentation issues, interactive elements such as on-screen writing etc.

I have struggled with some of the level of detail in block 3, particularly on the networking and Internet side of things. It is very detailed and precise, however, I think a more simplified explanation of these concepts would have been more suitable for me. I don't believe it is necessary for computing and It students to have this level of knowledge on the detailed workings of the Internet (unless they want to become British Telecom engineers)! I would have liked to have seen elements of block 3 combined with those in block 1, and blocks 2 and 3 be dedicated to programming (perhaps two languages instead of one). This is where my passion is, however, so I may be slightly biased!

I hope to keep progressing as I enjoy my studies with open university
I only watch the recordings as I personally do not like the 'breakout' sessions with tasks to do with other students.
I really don't like the tma3 question regarding social media and the requirement to contribute to a wiki. I don't really want to use my name in online forums and would've preferred a mock area that no one else could see. I have been putting off doing this and it is causing anxiety.
I thought the whole thing was presented very well. I found the online schedule perfect for working through the material.
I touched on it in a previous answer, but I think tutorials try to cover too much and end up feeling like a rushed lecture. I think I would like to see tutorials that are shorter (half an hour or so) but much more tightly focussed on a particular subject. For example a tutorial giving a broad overview of Boolean conditions, providing a few examples, then some interactive questions and addressing any problems the students have.
I work a lot so it's normally unlikely I can attend tutorials. Perhaps thought should be given for the occasional late tutorial for those who have just put their kids to bed or finish late for example 8/9pm
I would really like to have an option to attend a tutorial at an earlier time than 7 in the evening because I work full time from 6 till 2 in the morning
It may be useful that the content seen in a tutorial as a powerpoint file is available for download, or provided by email, especially if it is not recorded. In the case of my tutor, the files have always been provided.
Loved the tutorials with my original tutor.
My favourite tutorial were those presented by Richard Mobbs. If there was a standard that you were looking to attain, that would be the highest standard. I have now had Richard for mst124, mst125 and TM111. His tutorials are all excellent and rich with information. He also has anecdotes of his life experiences in the context of the topics which I love to listen to. His voice is soothing, mellow and very pleasant. Just like David Attenboroughs voice. Finally, he always leaves a ppt slides for the student to download.
N/a
No, I really just want thank everyone involved for open university its a brilliant resource. Thanks
Nothing of much concern
Overall, very positive. If we book tutorials, and the tutor cancels we need to know about it as soon as possible. Maybe, the title and aims of each tutorial could be clearer, I mistook some tutorials as being different due to their titles, when in fact they were the same. I'm glad we plenty of tutorials and the opportunity to learn together, they are useful.
Some subjects need more deeper explanation
Thank you for the assistance :)
Thank you to all the team who put the module together. I have enjoyed it.
The IT subject is very complex and sometimes questions come up that you can't really clear on online tutorials, is too difficult to explain the question using words only and there is much more complicated to communicate and get through with the things you want to clarify.
they are just not my style.. it seems that you spend 20% of your time listening to stuff that is not useful 60% of your time on stuff you know.. and only 5% is a golden nugget.. 5% is on

understandable admin. In balance, when you see how great the coursework is i just did not need them or like them.. but the OU is still great.

too many tutorials being cancelled and more teaching on topics needed

Tutorials tend to be at 7pm in the week. I don't get home until 720pm

Appendix 2

SRPP Application Review: Feedback to applicants

The Student Research Project Panel's working group have recently reviewed your application and decided to **approve** your project.

The working group felt that some revisions should be considered to elements of the research, so please review the Panel's feedback. This has been collated from several members of the working group, and covers the rationale and approach, your research materials and student correspondence and the audience you would like to approach.

There is no need to resubmit your application for further review, and the working group would like to wish you all the best with your research.

2020/071 - Helen Jefferis - All change, but does tuition in cluster groups work?

CRITERIA:	EVALUATION:
Rationale and approach	This survey will extend a previously approved pilot study involving students in two regions – the rationale for the research is clear and this study will significantly strengthen the findings from the pilot study.
	Strong methodology and a clear, well thought through approach. It helps that it follows a pilot and they appear to have used similar projects in other faculties as learnings.
Questionnaire / interview schedule	No comments – the questions look good and the format of the questions have been improved, based on the experiences from the pilot study.
	I like the questionnaire, no comments. I do however wonder if you need some question around the impact on students of Covid-19 just to get context. Especially if they are new to OU – sorry I am not close to TM111 so not sure if it's a L1 module. But online has been a draw for many so something to contextualise the current situation may help, but not a mandatory from me.
Invitation	The consent form says the data collected will help improve the provision of tutorials, but it does not mention presenting the aggregated data in publications or presentations. It would be better to include a sentence explicitly mentioning the intention to disseminate the findings within the OU and the wider HE community through publications and/or conference presentations. I don't think an invitation email to participate in the survey was included, is the consent form intended to serve as the invitation?
Sample / demographics	There are 1532 students currently registered on TM111 20J. Of these 1458 were available for research 07/08.

Availability Report				
available	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Available	1458	95.17	1458	95.17
Not available	74	4.83	1532	100.00

What are their reasons for not being available? (NB: more than one reason may apply)	
reason	Frequency
GDPR mailing preference exclusion applies	37
Involved in the last month	13
Involved too many times in the last 12 mo	18
No valid email address on file	3
Student is aged under 18 or no DOB is on	3
Student is currently in prison/secure uni	1

The request is for a 20% subset of these, so I would suggest a sample of 300 in this case.

They have also asked for the final sample to be spread evenly across the regions, those that are available for research are spread across the following regions:

Population Proportions				
Region Code (numeric)				
region	Frequency	Percent	Cumulative Frequency	Cumulative Percent
London	144	9.88	144	9.88
South	121	8.30	265	18.18
South West	88	6.04	353	24.21
W. Midlands	96	6.58	449	30.80

	E. Midlands	107	7.34	556	38.13
	East of England	132	9.05	688	47.19
	Yorkshire	110	7.54	798	54.73
	N. West	158	10.84	956	65.57
	North	87	5.97	1043	71.54
	Wales	164	11.25	1207	82.78
	Scotland	102	7.00	1309	89.78
	N. Ireland	68	4.66	1377	94.44
	South East	81	5.56	1458	100.00
	The estimate they have provided of 45 @ region would not produce the required subset, I would suggest 25 @ region. The final sample will then be 325.				
Approve / Reject	Approve				

Human Research Ethics Committee (HREC) Project Registration and Risk Checklist

Please complete and return this form if you are planning a research project involving human participants (including data and/or biological samples) so the HREC Chair can assess the necessary level of ethics review.

It is essential that no potential participants should be approached until you have received a response on whether a [full HREC review](#) will be required.

Please note that it is the responsibility of all OU staff to follow appropriate academic or professional guidelines. Please refer to the following documents which can be found on the [Research Ethics website](#).

- **Code of Practice for Research**
- **Ethics Principles for Research with Human Participants**

Section 1: Research Project Details

Research project title	All change, but does tuition in cluster groups work?
Research project summary (200-300 words approx)	This project follows on from the pilot project for which you have given approval, reference HREC/3527/Jefferis. The pilot looked at a sample of students in 2 regions for this part of the research we are building on that knowledge and experience and asking students from

Supervisor's supporting comments

Section 4: Approval from other OU research review panels

Principal Investigators should discuss any project related risks with their department and will need to ensure that all the appropriate checks and permissions are in place prior to a research project commencing, including:

- [Student Research Project Panel](#) – for research projects involving OU students or student data
- [Staff Survey Project Panel](#) – for research projects involving OU staff or staff data
- [Data Protection](#) – if your research involves the collection or processing of personal data it will need to be registered with data protection (see the Data Protection website for further guidance)

Please delete as applicable	
Have you applied to the Student Research Project Panel (SRPP)	Yes/No/Not Applicable
Have you applied to the Staff Survey Project Panel (SSPP)	Yes/No/Not Applicable
Have you registered your research with data protection	Yes/No/Not Applicable

Section 5: Risk Checklist

Please assess your research using the following questions and select 'yes' or 'no' as appropriate. If there is any possibility of risk please tick 'yes'. If your list contains all 'no's' you should still return your completed checklist to Research-REC-Review@open.ac.uk to ensure your proposed research is assessed and recorded by the HREC.

Please delete as applicable		
HIGHER RISK QUESTIONS (if you answer 'Yes' to any of these questions, you should go straight to the full HREC application)		
1	Does the study involve children (under 16 years old), or those aged 16 and over who are unable to give informed consent (e.g. participants who are potentially vulnerable, such as people with learning disabilities, those with cognitive impairment, or those in unequal relationships e.g. your own students)?	Yes/No
2	Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited (e.g. students at school, members of a self-help group, residents of a nursing home)?	Yes/No
3	Will it be necessary for participants to take part in the study without their knowledge and consent at the time (e.g. covert observation of people in non-public places)?	Yes/No

4	Will the study involve discussion of sensitive topics (e.g. sexual activity, drug use, or politics)?	Yes/No
5	Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?	Yes/No
6	Is pain or more than mild discomfort likely to result from the study?	Yes/No
7	Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?	Yes/No
8	Does your research include consideration of extremism or terrorism related issues? If yes, please complete the Extremism and Terrorism-related registration which can be found at the following link - www.open.ac.uk/research/plans-and-policies/terrorism-and-extremism-related-research	Yes/No
LOWER RISK QUESTIONS		
9	Will the research involve the sharing of data or confidential information beyond the initial consent given?	Yes/No
10	Will the research involve administrative or secure data that requires permission from the appropriate authorities before use?	Yes/No
11	Will the study involve prolonged or repetitive testing?	Yes/No
12	Will the research take place outside the UK?	Yes/No
13	Does the research involve members of the public in a research capacity (participant research)?	Yes/No
14	Is there a possibility that the safety of the researcher may be in question? (e.g. in international research: locally employed research assistants)	Yes/No
15	Will financial recompense (other than reasonable expenses and compensation for time) be offered to participants?	Yes/No
16	Will the research involve participants responding via the Internet?	Yes/No
17	Will the research involve participants responding via visual/vocal methods where participants may be identified?	Yes/No
If you answer 'yes' to the following questions, you may need to submit an application to the Health Research Authority (HRA) Research Ethics Service, see the Research Ethics website for further guidance		
18	Will the study involve recruitment of patients or staff through the NHS or the use of NHS data?	Yes/No
19	Will tissue samples (including blood) or other human biological samples be obtained from participants or another source?	Yes/No

Section 6: Supporting documents

Please include as attachments, any documents related to your research proposal. The HREC Chair needs as much information as possible in order to make a full assessment. Guidance can be found on the Research Ethics website.

Please indicate the documents you have included by selecting “Yes” or “No” in the box below:

Information sheet and consent form (these can be separate or a combined document)	Yes/No
Questionnaire	Yes/No
Draft bid or project outline	Yes/No
Publicity leaflet	Yes/No
Interview Schedule	Yes/No
Other documents (please indicate what these are)	Yes/No

Research ethics applications - collection and use of data

Information provided as part of a research ethics application, e.g. from research students or staff, is stored so the HREC has an accurate record. All data is managed and held securely by the [Research Ethics Administrative Team](#) and only shared with HREC members as part of the research ethics review process. Occasionally, and only where relevant, applications are discussed with other OU research review panels, e.g. the Student Research Project Panel (SRPP) and Staff Survey Project Panel (SSPP), predominately to avoid delays where applications are being made simultaneously.

If, as part of a research ethics application, sensitive personal data is disclosed, it will be stored securely and only shared as above. If such data is volunteered but then needs to be withdrawn, the researcher should contact Research-REC-Review@open.ac.uk. More information is available in the OU [Student privacy notice](#) and [Staff, workers and applicants privacy notice](#).