

An evaluation of the LeTTOL course

A report commissioned by Sheffield College on behalf of the South Yorkshire Further Education Consortium (SYFEC), comprising the eight South Yorkshire FEFC funded institutions: Barnsley, Dearne Valley, Doncaster, Northern, Rotherham, Rother Valley, Sheffield, and Thomas Rotherham.

Adam Warren
Centre for Learning and Teaching
University of Southampton
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Summary

The Centre for Learning and Teaching at the University of Southampton was commissioned by Sheffield College to carry out an evaluation of the course 'Learning to Teach On-Line' (LeTTOL).

The course can be accessed on the Web at <http://www.sheffcol.ac.uk/lettol/>

This successful course has been delivered to over 600 participants since 1998 and is run by the South Yorkshire Further Education Consortium (SYFEC), comprising the eight South Yorkshire FEFC funded institutions - Barnsley, Dearne Valley, Doncaster, Northern, Rotherham, Rother Valley, Sheffield, and Thomas Rotherham.

A set of questions was developed by the CLT in collaboration with the LeTTOL course team to ensure that the evaluation addressed the issues which most concerned the team. The survey instrument was implemented as a Web-based form and made extensive use of drop-down menus to facilitate rapid completion by the respondents. Ease of use and speed of completion were considered to be two vital factors in encouraging participation in the survey, a decision justified by the 44.8% response rate. An additional incentive was provided by two prizes of books from an online bookstore. The data collected using the form during October 2000 was automatically stored in a database, avoiding the time, effort and mistakes involved in manual entry of data from paper forms. A few respondents chose to use the alternative email version of the survey, but again the Web-based form made transfer of their data simple and fast.

Nine telephone interviews were made to selected respondents in January 2001. These used structured sets of questions developed in collaboration with the LeTTOL team to supplement the survey with additional qualitative data. Three of the interviews were with people who were making real use of what they had learned, three with people who had yet to make any real use and three with people who had failed to complete the course. Appendix D summarises their responses.

The evaluation revealed a wide range of benefits for course participants, including improved ICT and online communication skills as well as developing a positive attitude to the possibilities afforded by online learning. Over 70% of them were able to make use of what they had learned in their work and 42% reported direct involvement in the design and delivery of online learning at their institutions. There was also evidence that participants were acting as 'agents for change' within their institutions, mainly through informal dissemination of their expertise and experiences. Overall, satisfaction with the course is high and it has resulted in significant benefits and outcomes for most of its participants.

The evaluation also considered the reasons why some people failed to complete the course and concluded that in most cases the reasons were outside the control of the LeTTOL course team. The main reason cited was pressure of work although technical problems and lack of convenient Internet access were also factors. A number of recommendations are made that should help to minimise the drop-out rate. It is worth emphasising that for the past two years the course has exceeded the targets it set for itself of 80% of enrolled learners active at the end of a cohort and 60% of enrolled learners getting the qualification, so the drop-out rate is low for an online distance education course.

It should also be noted that since this evaluation is based on responses from participants entering the course over a two-year period, some of the issues and concerns raised by them have already been addressed. The LeTTOL team have made good use of feedback from the tutors and participants to develop and improve the delivery of the course, and feedback from the LeTTOL team on earlier drafts of this document also demonstrates their commitment to continue this process of improvement.

An analysis of the survey respondents

The LeTTOL team supplied basic data (name, cohort and email address) about the students associated with every LeTTOL course offered to date. This included people who had withdrawn or not started as well as those who had completed or failed to complete. A number of the earlier email addresses were invalid, but the 'students emailed' data given below does not include these.

Q1 asked the respondents to select the date of their cohort, and the table below details the number of responses from each cohort:

- **Total students** indicates every student included in the list provided to me by the LeTTOL team.
- **Adjusted total** is the number whose status is either 'accredited', 'completed' or 'not completed', but does not include those whose status is 'not known', 'deferred', 'withdrawn' or 'non-starter'.
- **Students emailed** is the number from each cohort who I was able to send an email about the survey to. All possible participants were emailed, including 'withdrawn' or 'non-starters' because we were interested in the reasons behind these actions.
- **Response rate** is based on the **students emailed** and the number of **responses**.

| Cohort | Total students | Adjusted total | Students emailed | Responses | Response rate |
|------------------|----------------|----------------|------------------|-----------|---------------|
| March/April 1998 | 45 | 23 | 15 | 8 | 53.3% |
| May 1998 | 14 | 9 | 8 | 5 | 62.5% |
| September 1998 | 51 | 34 | 28 | 10 | 35.7% |
| January 1999 | 49 | 37 | 33 | 9 | 27.3% |
| April 1999 | 57 | 24 | 44 | 16 | 36.4% |
| August 1999 | 12 | 10 | 8 | 4 | 50.0% |
| September 1999 | 61 | 40 | 41 | 27 | 65.9% |
| October 1999 | 16 | 11 | 15 | 7 | 46.7% |
| January 2000 | 66 | 53 | 58 | 25 | 43.1% |
| March 2000 | 77 | 65 | 69 | 32 | 46.4% |
| TOTALS | 448 | 306 | 319 | 143 | 44.8% avrg |

Here are the totals split by completer/non-completer:

| Cohort | Total responses | Completer | Non-completer |
|----------------|------------------------|------------------|----------------------|
| March 1998 | 8 | 7 | 1 |
| May 1998 | 5 | 5 | 0 |
| September 1998 | 10 | 8 | 2 |
| January 1999 | 9 | 8 | 1 |
| April 1999 | 16 | 12 | 4 |
| August 1999 | 4 | 2 | 2 |
| September 1999 | 27 | 20 | 7 |
| October 1999 | 7 | 6 | 1 |
| January 2000 | 25 | 21 | 4 |
| March 2000 | 32 | 30 | 2 |
| TOTALS | 143 | 119 | 24 |

Q2 asked about the type of organisations that each respondent worked for when they were a student on the LeTTOL course. The vast majority (81.8%) worked in Higher or Further Education.

- 1 was between jobs (0.7%)
- 2 worked for courseware developers (1.4%)
- 2 worked in schools (1.4%)
- 4 worked for businesses (2.8%)
- 7 worked for commercial trainers (4.9%)
- 10 worked for 'other' organisations (7.0%)
- 16 worked in Higher Education (11.2%)
- 101 worked in Further Education (70.6%)

Q3 asked about the job role that each respondent had when they were a student on the LeTTOL course.

- 1 was a student (0.7%)
- 4 were educational technologists (2.8%)
- 8 were staff developers (5.6%)
- 8 were trainers (5.6%)
- 12 held 'other' roles (8.4%)
- 29 were managers (20.3%)
- 81 were teachers or lecturers (56.6%)

About the longer-term effect of participation in LeTTOL

What benefits have accrued to participants?

Q19 directly asked the respondents about the benefits that participation in LeTTOL had brought them:

| Responses | Benefit |
|-----------|--|
| 118 | personal satisfaction (82.5%) |
| 93 | contacts with others involved in online learning (65.0%) |
| 74 | better communication (51.8%) |
| 51 | improved face-to-face teaching or training methods (35.7%) |
| 49 | increased job opportunities (34.3%) |
| 16 | efficiency gains (11.2%) |
| 15 | increased job security (10.5%) |
| 12 | improved management of workload (8.4%) |

All but 9 respondents had identified at least one benefit from this list - seven of whom were non-completers and the other two made comments that showed that they were dissatisfied with the LeTTOL course as a whole.

- 13 identified one benefit
- 35 identified two benefits
- 38 identified three benefits
- 22 identified four benefits
- 15 identified five benefits
- 10 identified six benefits
- 1 identified all eight benefits - he was unable to complete the course for personal reasons but has gone on to develop three online programmes and a staff development resource.

The main benefits appear to be social, although just over one-third of the respondents were able to make use of what they had learned in their existing face-to-face courses. A closer analysis of the data revealed that 40.5% of those whose role was either 'trainer' or 'tutor' were able to improve their teaching due to LeTTOL.

A richer view of this data can be gained by reading their responses to Q22, which asked how they had been able to put what they learned to practical use. These responses are summarised below in the section 'How has LeTTOL impacted on their work?' and are detailed in Appendix H.

The phone interviews raised some other benefits, such as generating the enthusiasm to run a pilot course, improving time-management skills and, for one person, discovering that they simply did not 'get on' with online learning.

Development of ICT skills

Q8 and Q9 asked about their level of ICT (Information and Communication Technology) skills at the start and end of the course. The responses of those who completed the course are summarised in this table:

| Completers only | |
|-----------------|--|
| 16 | started with novice skills, of whom: 11 finished with adequate skills 5 finished with good skills |
| 33 | started with adequate skills, of whom: 7 finished with adequate skills 23 finished with good skills 3 finished with advanced skills |
| 40 | started with good skills, of whom: 28 finished with good skills 12 finished with advanced skills |
| 30 | started with advanced skills, of whom: 1 finished with good skills (!) |

This shows that 100% of the computer novices and 79% of those who rated their initial ICT skill level as 'adequate' managed to improve their skill level by the end of the course. In addition, 30% of those with 'good' initial skills improved them to an 'advanced' level. Clearly, participation in the course leads to improved levels of ICT skill for many participants, especially those with low initial skill levels.

One of the phone interviewees mentioned that she was a 'total technophobe' at the start of the course and talked about the importance of the extensive technical support provided by her institution and by her computer-literate husband. However, she still has problems remembering even simple procedures and likened this to a form of dyslexia. It might be useful to discuss this issue within the course and support this with a few relevant research papers.

Development of online communication skills

Q10 and Q11 asked about their level of online communication skills at the start and end of the course. The responses of those who completed the course are summarised in this table:

| Completers only | |
|-----------------|--|
| 25 | started with novice skills, of whom: 1 finished with novice skills 3 finished with adequate skills 18 finished with good skills 3 finished with advanced skills |
| 42 | started with adequate skills, of whom: 1 finished with novice skills (!) 6 finished with adequate skills 25 finished with good skills 10 finished with advanced skills |
| 37 | started with good skills, of whom: 23 finished with good skills 14 finished with advanced skills |
| 15 | started with advanced skills |

This shows that 96% of the online novices and 83% of those who rated their initial online skill level as 'adequate' managed to improve their skill level by the end of the course. In addition, 38% of those with 'good' initial skills improved them to an 'advanced' level. Clearly, participation in the course leads to improved levels of online communication skill for many participants, especially those with low initial skill levels.

Changes in employment

Q20 looked at whether participation in LeTTOL had brought about any changes in the respondents' employment:

| Change | Total responses | Completer |
|----------------------------------|-----------------|------------|
| got a new job as a result | 7 (4.9%) | 7 (5.9%) |
| existing job changed as a result | 26 (18.2%) | 22 (18.5%) |
| no change | 110 (76.9%) | 90 (75.6%) |

It can be seen that LeTTOL brought about changes in the employment of around one quarter of the participants, mostly in their existing jobs. Here are some relevant comments from Q22:

"Recently gained new job managing the Learning Lab, based at [a university], which is dedicated to the research, development and promotion of learning technologies."

"Also have got interview for part time tutor-counselor with OU for T171 - You, Your Computer and the Net. Wouldn't have had this opportunity without LeTTOL."

"After completing LeTTOL and demonstrating an interest in on-line teaching I became the department's first Learning Technology Mentor - a one day a week release program to learn about our DLS and spread the word."

"I have been invited on to my college's intranet committee, involved in setting up an intranet, which should be followed by an MLE, which I hope will allow full use of my LeTTOL skills for courses I teach."

Has it changed their perceptions and attitudes to online learning?

Q17 and Q18 asked about the participants' attitudes to online learning to determine whether participation in the course had affected their attitude, and whether their subsequent experiences have changed their views.

| Change in attitude | Completers | | Non-completers | |
|--------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
| | as a result of the course | since the end of the course | as a result of the course | since the end of the course |
| more positive | 96 (80.7%) | 75 (63.0%) | 4 (16.7%) | 10 (41.7%) |
| no change | 19 (16.0%) | 38 (31.9%) | 14 (58.3%) | 13 (54.2%) |
| less positive | 4 (3.3%) | 6 (5.1%) | 6 (25.0%) | 1 (4.2%) |

It can be seen that there is a marked difference between those who did and those who didn't complete the course. Looking at the data in more detail:

| Completers only | | Non-completers only | |
|-----------------|---|---------------------|---|
| 19 | people found the course made no difference to their attitude, of whom: 14 have not changed their views 3 now feel less positive 2 now feel more positive | 14 | people found the course made no difference to their attitude, of whom: 11 have not changed their views 3 now feel more positive |
| 4 | people found the course made them less positive, of whom: 2 have not changed their views 1 now feel less positive 1 now feel more positive | 4 | people found the course made them less positive, of whom: 1 have not changed their views 1 now feel less positive 2 now feel more positive |
| 96 | people found the course made them more positive, of whom: 22 have not changed their views 2 now feel less positive 72 now feel more positive | 6 | people found the course made them more positive, of whom: 7 1 have not changed their views 5 now feel more positive |

Most of the people whose views were not changed by the course have not changed them since, although the survey did not reveal whether their initial views were pro, neutral or anti. If, however, the course made them feel more positive about online learning, their subsequent experiences have mainly reinforced that attitude.

Have they been able to put their learning into operation in their organisations?

Q15 asked whether the respondents had been able to make use of what they have learnt on the course.

| Level of use | All respondents | Completers | Non-completers |
|---|-----------------|------------|----------------|
| have not been able to make any use of what they learned | 34 (23.8%) | 25 (21.1%) | 9 (37.5%) |
| have been able to make some use of what they learned | 57 (39.8%) | 48 (40.3%) | 9 (37.5%) |
| have found what they learned very useful | 52 (36.4%) | 46 (38.6%) | 6 (25.0%) |

It is interesting to note that even the non-completers have been able to make use of their experiences on the course. Looking at the data in more detail, sorted by organisational type:

| Organisation type | total | no use | some use | very useful |
|-----------------------|-------|------------|------------|-------------|
| courseware developers | 2 | 0 | 0 | 2 |
| schools | 2 | 0 | 2 | 0 |
| businesses | 4 | 1 | 1 | 2 |
| commercial trainers | 7 | 2 | 1 | 4 |
| 'other' organisations | 10 | 1 | 5 | 4 |
| Higher Education | 16 | 2 | 5 | 8 |
| Further Education | 101 | 27 (26.7%) | 43 (42.6%) | 31 (30.7%) |

In all cases, over 70% of the respondents were able to make at least some use of what they had learnt in their organisations. The data can also be sorted by job role:

| Job role | total | no use | some use | very useful |
|--------------------------|-------|------------|------------|-------------|
| student | 1 | 0 | 0 | 1 |
| educational technologist | 4 | 0 | 2 | 2 |
| staff developer | 8 | 2 | 3 | 3 |
| trainer | 8 | 1 | 4 | 3 |
| 'other' role | 12 | 2 | 5 | 5 |
| manager | 29 | 5 | 17 | 7 |
| teacher or lecturer | 81 | 24 (29.6%) | 26 (32.1%) | 31 (38.3%) |

Again, over 70% of the respondents were able to make at least some use of what they had learnt in their jobs.

Looking at the 25 completers who said they had not been able to make any use of what they had learned, it is interesting to consider their answers to Q22, which asked them to give specific examples of how and where they have been able to make use of what they learned on the LeTTOL course. These indicated that:

- 4 people were actually making use of what they learned;
- 4 people had plans to make use of what they had learned;
- 3 people were waiting for their institutions to develop the infrastructure needed;
- 3 people had jobs which meant they could not make use of what they had learned;
- 5 people said that the course had not been helpful;
- 6 people made no response, all of whom were from the March 2000 cohort and therefore may not yet have had a chance to make use of their learning.

It is clear from this data that the proportion of respondents who have really not found the course at all useful in their jobs is much lower than the responses to Q15 suggest, although it is difficult to assign a precise figure to it.

Q16 asked about a second, related issue of whether the respondents had been able to disseminate what they had learned to others in their organisation.

| Type of dissemination | All respondents | Completers | Non-completers |
|-------------------------------------|-----------------|------------|----------------|
| disseminated on a formal basis | 17 (11.9%) | 14 (11.8%) | 3 (12.5%) |
| disseminated on a semi-formal basis | 21 (14.7%) | 19 (16.0%) | 2 (8.3%) |
| disseminated on an informal basis | 70 (49.0%) | 61 (51.3%) | 9 (37.5%) |
| no dissemination | 35 (24.5%) | 25 (21.0%) | 10 (41.7%) |

Around 50% of the respondents have passed on their learning in an informal way, probably through discussion with colleagues. A further 25% have made presentations or contributed to professional development workshops. The data can also be sorted by job role:

| Job role | total | none | informal | semi-formal | formal |
|--------------------------|-------|------------|------------|-------------|-----------|
| other | 11 | 2 | 9 | 0 | 0 |
| manager | 29 | 8 | 16 (55.2%) | 4 | 1 |
| educational technologist | 4 | 2 | 0 | 1 | 1 |
| trainer | 8 | 0 | 3 | 1 | 4 |
| staff developer | 8 | 1 | 3 | 1 | 3 |
| teacher or lecturer | 81 | 22 (27.2%) | 37 (45.7%) | 13 (16.0%) | 9 (11.1%) |

It is interesting to note that 55% of the managers who participated have disseminated what they have learned informally, presumably during meetings to inform the decisions being made or to provide advice to their staff.

The phone interviews raised a related issue, in which one of the respondents had got a new job in a private-sector company which did not make any use of online learning. However, her LeTTOL experience had enabled her to put forward proposals that would pilot the use of online learning in the company. Other interviews echoed the survey data by revealing a mix of informal and formal dissemination activities. For example an FE manager said that he thought that the course had been 'useful for a manager developing an intranet for staff' and had shared his knowledge both at meetings and informally.

The data on dissemination indicates that many LeTTOL participants act as 'agents for change' within their institutions and organisations, mostly through informal discussions with their peers and their management.

Has their practice revealed any gaps in LeTTOL?

Q21 asked about topics and issues not covered sufficiently by LeTTOL. The responses are summarised in Appendix E and listed in Appendix F, but basically fall into three main groups:

1. problems with the delivery and administration of the LeTTOL course;
2. course topics or activities that require additional time;
3. suggestions for potential additional topics and activities.

It is worth noting that 37 people made no response to this question while another 27 simply said 'no' or 'can't think of any'. It seems reasonable to add these two figures to the 13 people whose responses indicated that they were generally satisfied with the course to create a total of 80 who have no specific problems, representing 55.9% of the respondents.

Starting with the problems:

- 6 respondents reported problems with the online chat activity and the poor performance of the WebBoard chat technology.
- 5 respondents reported problems with their learning sets. While some drop-outs are inevitable, better feedback and facilitation from the set's tutor is indicated.
- 4 respondents gave examples of poor feedback from the course tutors, indicating that some administrative procedures need to be more robust - particularly at the end of the course.
- 4 respondents raised issues about student expectations that may suggest a further look at the course's recruitment and introductory materials. In particular, the course's focus on HE/FE concerns is understandable but needs to be flagged for recruits from other areas.
- 3 people commented that the initial focus on basic online skills was a waste of time for those who already possessed them. Given the need to draw the students together into a learning set, perhaps experienced students could be assigned more responsibility - perhaps using a 'buddy' system with online novices?

Several topics emerged as areas that need further development:

- The most important, with 11 requests, is the opportunity to develop practical online tutoring skills. Perhaps students could be assigned a specific topic to moderate on one of LeTTOL's public conferences? Any sustainable solution will have to give each student enough practice without adding to their overall workload.
- Two related topics, requested by a total of 16 respondents, are the need for more guidance on course design and the design of online learning materials. One suggestion made is for a course assignment that requires the production of an online activity or lesson, followed by feedback from the tutor and learning set.

Perhaps course design could be introduced as a theme earlier in the course and existing activities re-designed around that theme?

- A total of 15 requests were made for more training on technical issues and skills. Perhaps the best solution might be a public conference to facilitate peer support and a set of links to existing materials elsewhere on the Web? The most common request was for tutorials on Web-authoring, which are easily available elsewhere online.
- An introduction to computer-assisted assessment - both the technology and the pedagogy. This almost certainly lies outside the LeTTOL syllabus, but could perhaps be the focus of a 'special interest' conference.
- The rapid growth in the use of managed learning environments such as Blackboard and WebCT means that it would be appropriate to consider using them during the course. Perhaps courses could be set up on webct.com and blackboard.com so that LeTTOL activities could be held in these 'other classrooms' for a couple of weeks?

There were some suggestions for topics that might be included within the course. It may be that some of these can be added as an optional extra for those interested through the provision of simple self-study resources and/or selected Web links:

- Information about specific online techniques, such as the creation of portfolios.
- An opportunity to try out desktop videoconferencing, for those with the right equipment and an adequate Net connection.
- Info about initiatives such as Ufl and LearnDirect - perhaps including guidance on how to apply to become a tutor.
- The potential for cross-cohort communications could be explored - perhaps for a defined period at the start of a new course? Of course the LeTTOL listserv could also fill this role, but is only available to those who have completed the course.

Two of the phone interviews raised an important point about progression and said that it would have been useful to have some pointers towards related Masters degree courses. I mentioned the ITOL (Implementing Teaching OnLine) course planned by Sheffield and they both expressed interest.

Summary of benefits

To summarise, participation in LeTTOL has brought a range of benefits to the vast majority of participants. These include improvements in general computing and online communications skills, a reflective approach to existing teaching commitments, professional contact with others involved in online learning and a significant sense of personal satisfaction. For some it has also brought new responsibilities and opportunities.

How has LeTTOL impacted on their work?

Q22 asked respondents to give specific examples of how and where they have been able to make use of what they learned on the LeTTOL course. Their responses are summarised in Appendix G and are listed in Appendix H.

The examples fall into several categories:

- 51 unique respondents (35.7%) are either developing online teaching and learning, tutoring online courses, making improvements to existing online courses or adding online elements to existing taught courses. Just considering those who completed the course, the proportion rises to 42.0%
- 36 unique respondents (25.2%) mentioned issues relating to their own professional development such as pedagogic skills, understanding the student perspective and improved online communication & Web skills.
- 15 unique respondents (10.5%) reported involvement in institutional or organisational issues such as contributing to strategic planning, evaluating online learning or grasping business opportunities.
- 18 respondents (12.6%) were involved in staff development activities (formal and informal) or providing support for online learners
- 19 respondents (13.3%) either had plans to develop online teaching and learning or expressed regret at not being able to put LeTTOL into practice.
- 35 respondents (24.5%) either made no response to the question or indicated that they were not making any use of the LeTTOL course. However, half of these people had not yet completed the course and could not be expected to be making use of it.

It is clear that the majority of people who complete the course have been able to make use of their learning in their work. Out of the 119 completers:

- 83 (69.8%) have been able to make some real use (the top four categories above)
- 15 (12.6%) have plans to make real use, even if current circumstances do not allow it
- 21 (17.6%) have not been able to make any use, or did not answer the question.

One of the phone interviewees commented that although she had at one stage made use of electronic communications to support a severely disabled student working from home, online learning was now just another technique that she 'had available' if the need arose.

Why do some people fail to complete LeTTOL?

The LeTTOL team were particularly interested in any factors that affect the ability of the participants to successfully complete the course.

The principle problem identified by all respondents is the pressure caused by participating in an online course while also managing job and family responsibilities. Over 50% of those who completed the course experienced 'serious pressure' and only 12% reported 'no pressure'. Of the 24 people who failed to complete the course, 75% cited pressure of work as the major factor.

Technical issues and a lack of technical support were also problematic. Approximately 14% of the respondents had major technical problems and for two people these were so severe that they dropped out of the course, even though they did have technical support available.

Is there a correlation with modes of access

Q4 asked about the primary location of the PC use by each student to access the Internet, the Web and the LeTTOL course. It should be noted that some students may have had access from both work and home.

| Access mode | Total responses | Completer | Non-completer |
|--|-----------------|------------|---------------|
| public locations (library, cybercafe) | 1 (0.7%) | 1 (0.8%) | 0 |
| home | 72 (50.3%) | 64 (53.8%) | 8 (33.3%) |
| place of work | 70 (49.0%) | 54 (45.4%) | 16 (66.7%) |

Only one student used a publicly-accessible PC to access the course and they did complete the course. Statistical analysis of the data gives a Chi-square value of 3.622, which indicates that the mode of access was not a significant factor affecting completion or non-completion of the course.

However, 3.622 is close to 3.84, the value which indicates statistical significance using the Chi-square test, and three non-completers mentioned that only being able to access the course from their work or college had been a contributory factor to their failure.

In view of these findings, it seems reasonable to strongly recommend that all participants are able to access the Internet from a home PC.

Is time given by employers a factor?

Q6 asked whether the respondents' employers gave any time during working hours to participate in the course.

| Time allowed | Total responses | Completer | Non-completer |
|---------------------------|-----------------|------------|---------------|
| given all the time needed | 18 (12.6%) | 17 (14.3%) | 1 (4.2%) |
| given some time | 44 (30.8%) | 37 (31.1%) | 7 (29.2%) |
| given no time | 81 (56.6%) | 65 (54.6%) | 16 (66.7%) |

Comparing the data for those respondents who were given some or all of the time they needed to those who got no time, the Chi-square value is 1.180, which is not statistically significant. However, this result should be considered in the light of the responses to the following question, in particular "would pressure of work be such a problem if employers allocated sufficient time to allow their employees time to participate in the course?"

Is pressure of work a factor?

Q7 asked how pressure due to the respondents' regular work affected their participation in LeTTOL.

| Pressure experienced | Total responses | Completer | Non-completer |
|----------------------|-----------------|------------|---------------|
| no pressure | 15 (10.5%) | 14 (11.8%) | 1 (4.2%) |
| some pressure | 46 (32.2%) | 45 (37.8%) | 1 (4.2%) |
| serious pressure | 64 (44.7%) | 60 (50.4%) | 4 (16.7%) |
| forced to drop out | 18 (12.6%) | 0 | 18 (75.0%) |

Pressure of work is obviously a crucial factor, with over 90% of non-completers experiencing serious pressure compared to 50% for completers, and a Chi-square value of 13.890 confirms this statistically.

This corresponds exactly with the non-completers' responses to Q23, which asked them to prioritise the three main reasons why they were unable to complete the course:

- 17 people (70.8%) cited 'pressure of work' as the primary reason and 11 went on to cite 'lack of time' as their secondary reason.
- Another 5 people (20.8%) cited 'lack of time' as either their primary or secondary reason.

Is level of ICT competence a factor?

Q8 and Q9 asked about the respondents' level of ICT skill at the start and end of the course in order to determine whether it improved as a result of the course.

| Skill level | All respondents | | Completers only | |
|-------------|-----------------|---------------|-----------------|---------------|
| | Start of course | End of course | Start of course | End of course |
| novice | 18 (12.6%) | 1 (0.7%) | 16 (13.4%) | 0 |
| adequate | 36 (25.2%) | 22 (15.4%) | 33 (27.7%) | 18 (15.1%) |
| good | 48 (33.6%) | 64 (44.8%) | 40 (33.6%) | 57 (47.9%) |
| advanced | 41 (28.7%) | 56 (39.2%) | 30 (25.2%) | 44 (37.0%) |

Looking at the data for the 24 non-completers, only two (8.3%) of them started as novices while 19 (79.2%) of them had 'good' or 'advanced' skills. This can be compared with the data for the completers, where 13.4% started with novice skills. Clearly, low initial levels of ICT skills are not a factor in non-completion.

Q10 and Q11 asked about the respondents' level of online communications skills at the start and end of the course in order to determine whether they improved as a result of the course.

| | All respondents | | Completers only | |
|-------------|-----------------|---------------|-----------------|---------------|
| Skill level | Start of course | End of course | Start of Course | End of course |
| novice | 29 (20.3%) | 3 (2.1%) | 25 (21.0%) | 2 (1.7%) |
| adequate | 49 (34.3%) | 13 (9.1%) | 42 (35.3%) | 9 (7.6%) |
| good | 49 (34.3%) | 81 (56.6%) | 37 (31.1%) | 66 (55.5%) |
| advanced | 16 (11.2%) | 46 (32.2%) | 15 (12.6%) | 42 (35.3%) |

Looking at the data for the 24 non-completers, only four (16.6%) of them started as novices while 13 (54.2%) of them had 'good' or 'advanced' skills. This can be compared with the data for the completers, where 21.0% started with novice skills. Clearly, low initial levels of online communication skills are not a factor in non-completion.

Is the technical support available a factor?

Q12 asked about the technical problems experienced by respondents during the course and how severe those problems were.

| Severity of problems | All respondents | Completers | Non-completers |
|----------------------------------|-----------------|------------|----------------|
| forced to drop out of the course | 2 (1.4%) | 0 | 2 (8.3%) |
| major problems | 17 (11.9%) | 15 (12.6%) | 2 (8.3%) |
| minor problems | 76 (53.1%) | 70 (58.8%) | 6 (25.0%) |
| no problems | 48 (33.6%) | 34 (28.6%) | 14 (58.3%) |

Although the data shows that non-completers had a lower proportion of severe technical problems than the completers, the fact that it was cited as the cause of two drop-outs is none the less significant.

The first person had 'adequate' ICT skills but experienced problems early on and never got into the course despite the availability of technical support in their organisation. The second person had 'good' ICT skills but experienced server problems beyond their control and was unable to get suitable technical support. Both also cited lack of time and pressure of work as major factors in dropping the course.

Q13 asked about the sources of technical support that were available to the respondents.

- 7 people had no source of support and it was a problem for them (4.9%)
- 15 people had a friend they could ask (10.5%)
- 23 people had no source of support but it wasn't a problem (16.1%)
- 25 people had a work colleague they could ask (17.5%)
- 34 people asked the LeTTOL team (23.8%)
- 39 people had technical support available (27.3%)

Examining the data in more detail, the two non-completers who experienced major problems did have technical support available. By comparison, for the 16 completers who had major problems:

- 4 (25.0%) had no source of support and it was a problem for them
- 4 (25.0%) had technical support available

- 5 (31.2%) had a friend or colleague they could turn to
- 3 (18.8%) relied on the support provided by LeTTOL

This unsurprisingly confirms that a lack of technical support is especially problematic if a major technical problem is encountered.

To summarise, most participants can expect to encounter some technical problems during the course but either have the skills or contacts needed to resolve them. Approximately one person in eight had a major technical problem but a Chi-square value of 0.286 shows that these were not a significant factor affecting completion or non-completion of the course.

Qualitative feedback on issues around non-completion

Q24 asked for any additional comments from the participants about the reasons that they failed to complete the course. 16 of the 24 non-completers (66.7%) gave some feedback which is listed in Appendix I and summarised below.

- 6 people cited pressure of work (25.0%)
- 4 people would have preferred a self-paced course that made allowances for their other commitments (16.7%)
- 4 people lacked easy access to the Internet from their home (16.7%)

These issues were mentioned once each and are the course's responsibility:

- poor tutor feedback
- problems with the technology used for the online chat assignment

These issues were mentioned once each and suggest additional student guidance:

- problems coping with the quantity of messages
- problems with the timing of the course
- the course did not match their expectations

These issues were mentioned once each and are beyond the course's control:

- student did not get on with online learning
- student did not like group work
- student could not cope with the final assignment
- personal reasons
- general dissatisfaction with the course
- technical problems

The phone interviews with non-completers revealed that two of them had had experience of developing and running online learning before joining LeTTOL and therefore did not gain as much from the course as their fellow students. This lowered their motivation to persevere with the course.

Was there anything that LeTTOL could have done to avoid non-completion?

The survey data and phone interviews indicated several actions that might prove helpful.

The first of these has to do with the time needed to participate in the course. This commitment needs to be stressed before participants join the course, perhaps as part of the application form. Basic advice on time management and online study skills would also be helpful, integrated into the earliest part of the course. It would be especially helpful to provide guidelines on managing the high volume of email messages.

The issue of access to the course could also be included as part of the application form, emphasising the advantages of Internet access from their homes and mentioning the problems that some people have trying to study in their workplace.

Although the LeTTOL Website provides clear information about the course and its learning objectives, it might be helpful to also clearly specify the things that it **does not** cover, such as developing the technical skills needed to design and publish online learning materials. It would also be worth emphasising that the course is not self-paced and follows a relatively tight schedule.

Given that LeTTOL runs several times each year, advice could also be provided about the suitability of particular dates. For example, a participant working in Scotland had a problem caused by the different summer holiday dates in Scotland and England. She was on holiday while others in her group were still working, and when she returned in August they were all away! This may also be a factor for other students accessing the course from outside the UK.

Another comment from a non-completer highlighted an issue that arises when their tutor is on the other side of the world.

I also found the tutorial element difficult, again because there is no contact with anyone that I felt I could relate to. My tutor lived in Australia. At first that seemed cool, later it made me feel isolated as I knew that I couldn't even talk on the telephone.

Although in theory the tutor's location is irrelevant, in practice some participants may need to talk to them at some point in which case the time difference and cost of international calls present significant obstacles. Perhaps there needs to be at least one 'local' person who the participants can talk to if needed, even if it isn't their own tutor?

Appendix A: a screenshot of the online form

The screenshot shows a web browser window titled "LeTTOL survey: test draft 1/20/03 - Microsoft Internet Explorer". The address bar shows "http://cdl.soton.ac.uk/learn/lettol.cfm". The main content area is titled "LeTTOL survey questionnaire" and contains the following text:

This survey is being conducted by the **Centre for Learning and Teaching** at the **University of Southampton** on behalf of the LeTTOL team.

We'd like to start by thanking you for taking part in this survey and guaranteeing the confidentiality of your responses. The LeTTOL course team will ensure that your individual data remains private, although the overall results and selected (anonymous) quotes may be published as an academic paper.

It should take you less than fifteen minutes to answer these questions.

As a 'thank you' for your time, two respondents will be chosen at random and will receive their choice of books to the value of £25.

About your participation in LeTTOL

Thinking back to when you were a student on the LeTTOL course:

1. Please select the starting date of your LeTTOL course:
2. What type of organisation did you work for then?
3. What was your job role?
4. Where did you **mainly** access the LeTTOL course from? Your home, workplace or public places (e.g. cybercafes or libraries)?
5. How was your participation in LeTTOL funded? By your employer, by yourself, a mixture of both or through a training scheme?
6. Did your employer give you time in working hours to participate in the course?
7. Did the pressure of your regular work affect your participation? If so, how much?

About your computing skills

8. How would you rate your level of ICT competence at the **start** of the course?

ICT = Information and Communication Technologies, which includes general computing skills as well as email and the Web. These are essentially knowing how to use the hardware and software.

9. How would you rate your level of ICT competence at the **end** of the course?
10. How would you rate your online communication skills at the **start** of the course?

This is asking about your competence, comfort and fluency with online communications, i.e. your social rather than technical skills.

11. How would you rate your online communication skills at the **end** of the course?
12. Did you experience any technical problems in accessing the course?
13. Was there anyone who could help you overcome technical problems?

This screenshot shows the top portion of the online form - there were 24 questions altogether.

Note the use of colour to define blocks of information and to separate questions.

The start of the form emphasises the independence of the evaluation from the LeTTOL team and specifies how the data will be used and presented.

The short length of time required to complete the survey and the book prizes awarded were both designed to improve the completion rate.

Most of the answers could simply be selected from a drop-down list - this is a very fast technique.

The form itself was created using Macromedia Dreamweaver, a visual Web-authoring tool that makes this kind of design easy and quick to produce.

Allaire ColdFusion was used to connect this form to a Microsoft Access database.

Appendix B: the email version of the form

This survey is being conducted by the Centre for Learning and Teaching at the University of Southampton on behalf of the LeTTOL team.

We'd like to start by thanking you for taking part in this survey and guaranteeing the confidentiality of your responses. The LeTTOL course team will ensure that your individual data remains private, although the overall results and selected (anonymous) quotes may be published as an academic paper.

It should take you less than thirty minutes to answer these questions - the Web-based version is quicker and can be found at <http://clt.soton.ac.uk/adam/lettol.cfm>

Please simply delete any answers that do not apply, leaving your answer only - or just mark your answer with an X. Thank you.

As a 'thank you' for your time, two respondents will be chosen at random and will receive their choice of books to the value of £25.

=====

Section 1: About your participation in LeTTOL

=====

Thinking back to when you were a student on the LeTTOL course:

1. Please select the starting date of your LeTTOL course:

- March 98
- May 98
- September 98
- January 99
- March 99
- August 99
- September 99
- October 99
- January 00
- March 00

2. What type of organisation did you work for then?

- Higher Education
- Further Education
- school
- business
- commercial trainer
- software developer
- between jobs
- other

3. What was your job role?

- student
- teacher or lecturer
- trainer
- staff developer
- manager
- educational technologist
- other

4. Where did you mainly access the LeTTOL course from? Your home, workplace or public places (e.g. cybercafes or libraries)?

- home
- work
- public

5. How was your participation in LeTTOL funded? By your employer, by yourself, a mixture of both or through a training scheme?

- funded by employer
- self-funded
- employer and self
- training scheme

6. Did your employer give you time in working hours to participate in the course?

- yes - all the time needed
- yes - but a limited amount
- no

7. Did the pressure of your regular work affect your participation? If so, how much?

- no - it had no effect
- yes - but not much
- yes - it was difficult
- yes - I had to drop out

=====

Section 2: About your computing skills

=====

8. How would you rate your level of ICT competence at the start of the course?

ICT = Information and Communication Technologies, which includes general computing skills as well as email and the Web. These are essentially knowing how to use the hardware and software.

- advanced
- good
- adequate

novice

9. How would you rate your level of ICT competence at the end of the course?

advanced

good

adequate

novice

10. How would you rate your online communication skills at the start of the course?

This is asking about your competence, comfort and fluency with online communications, i.e. your social rather than technical skills.

advanced

good

adequate

novice

11. How would you rate your online communication skills at the end of the course?

advanced

good

adequate

novice

12. Did you experience any technical problems in accessing the course?

no

yes - minor problems

yes - major problems

yes - I had to drop out

13. Was there anyone who could help you overcome technical problems?

yes - a personal friend

yes - a colleague at work

yes - tech support service

yes - the LeTTOL team

no - but it didn't matter

no - and it was a problem

=====

Section 3: About what happened after the end of the course

=====

These questions look at the longer-term effects that LeTTOL has bought about:

14. Did you successfully complete the LeTTOL course?
- yes - I completed
 - yes - but not accredited
 - no - I did not complete
15. Have you been able to make use of what you learnt on the LeTTOL course in your work?
- yes - its been very useful
 - yes - its been quite useful
 - no
16. Have you been able to spread your expertise to others in your organisation or elsewhere?
- yes - on an informal basis
 - yes -on a semi-formal basis
 - yes - on a formal basis
 - no
17. How did participation in the LeTTOL affect your attitude to online learning by the end of the course?
- felt more positive
 - no significant change
 - felt less positive
18. How have your experiences since LeTTOL affected your attitude to online learning?
- felt more positive
 - no significant change
 - felt less positive
19. What benefits has participation in LeTTOL brought to you in your work? Please check all that apply.
- improved management of workload
 - better communication
 - efficiency gains
 - increased job security
 - increased job opportunities
 - improved face-to-face teaching or training methods
 - contacts with others involved in online learning
 - personal satisfaction
20. Has participation in LeTTOL led to either a change in your existing job or getting a new job that involves online learning?
- yes - my job changed
 - yes - I got a new job
 - no

21. Thinking about your experiences since the LeTTOL course, are there any issues or topics that it failed to cover in sufficient detail?

please type your own comments here

22. Please could you briefly describe specific examples of how LeTTOL has helped you in your work - for example a list of your courses that incorporate online learning, plus any comments you have on them:

please type your own comments here

=====

Section 4: If you did not complete the course...

=====

...we would be grateful if you would answer these questions. We are interested in the reasons that you were unable to complete LeTTOL so that we can provide suitable advice and assistance to future students. Thank you.

23. Please select the three main reasons that you were unable to complete the course in order of importance - type a 1 next to the main reason, a 2 next to the second reason and a 3 next to the third.

- pressure of work
- change of job
- technical problems
- personal reasons
- lack of time
- the LeTTOL course

24. Were there any factors not listed above that affected your participation in the course? If one of your three reasons was 'the LeTTOL course' please could you give more detail?

please type your own comments here

=====

Final comments

=====

We are hoping to enhance this survey by conducting around ten short follow-up phone interviews. If you DO NOT want to take part, please check this box:

Please type your email address here:

You do not have to enter your email address, although it is needed if you want to be entered into the draw. There are two prizes of books to the value of £25 from any online bookstore. The aim of the draw is to encourage prompt replies rather than gather personal information.

Thank you for answering these questions. The results of this survey will help us to improve LeTTOL and our support for future students on the course.

Appendix C: questions used in the phone survey

The interviews used a structured set of questions developed in consultation with the LeTTOL team. The interviews were recorded using written notes since it was felt that tape-recording them would discourage participation and openness.

People who are making real use of the course

1. Did the course adequately prepare you for the design and management of online learning?
 2. ...in relation to existing f2f courses?
 3. Were you already experimenting or using online learning before LeTTOL?
 4. What features of the course were of most help?
 5. Are there any other ways in which the course might have done this?
6. What factors made it possible for you to start teaching online?
 7. What barriers did you have to overcome?
8. Were there any activities missing from the course that you would have found useful?
9. Have you been able to share what you learned with colleagues?
 10. Has that had any influence on your organisations planning?
11. Was the bias towards HE/FE a problem? (to business users only)
12. Do you have any other comments that would be relevant to an evaluation of the LeTTOL course?

People who have yet to make any use of the course

1. Did the course adequately prepare you for the design and management of online learning?
 2. ...in relation to existing f2f courses?
 3. What features of the course were of most help?
 4. Are there any other ways in which the course might have done this?
5. What barriers have prevented you from starting to teach online?
6. Were there any activities missing from the course that you would have found useful?
7. Was there anything that LeTTOL could have done to help you make use of what you learned?
8. Have you been able to share what you learned with colleagues?
 9. Has that had any influence on your organisations planning?
10. Do you have any other comments that would be relevant to an evaluation of the LeTTOL course?

People who had problems with the course

1. Your comments on the survey questionnaire indicated that you did not find the course useful. Could you explain why this was?
2. Was there anything that LeTTOL could have done to help you make use of what you learned?
3. Were there any activities missing from the course that you would have found useful?
4. Do you have any other comments that would be relevant to an evaluation of the LeTTOL course?

Appendix D: phone survey results summary

People who are making real use of the course

GR - is an FE manager, March 2000 cohort

RH - is an FE manager, March 1998 cohort

PA - is an FE manager, September 1998 cohort

Did the course adequately prepare you for the design and management of online learning?

GR - yes, good introduction but feel less confident about setting up and running a course

RH - it is now a technique she 'has available' but is not currently using

PA - no, needed to design a piece of work for online use (but note intake date) - thought the course was useful for a manager developing an intranet for staff

...in relation to existing f2f courses?

GR - yes - enthused him to run a small pilot unit as a natural extension of f2f

RH - yes - prepared her for work with Ufi

PA - yes

Were you already experimenting or using online learning before LeTTOL?

GR - no, although aware of e-campus etc.

RH - total technophobe before course - had lots of local technical support

PA - yes - a couple of things with a US university - wanted to adopt a formalistic approach to dissemination, evaluation and quality assurance of web-based materials

What features of the course were of most help?

GR - introduction to search engines - peer-to-peer communication

RH - models of supporting online students - how to download images

PA - the tutor support and feedback on work - being able to view other people's work

Are there any other ways in which the course might have done this?

GR - recommending this course to 2 or 3 of his key staff - importance of networking with other professionals - feedback from Jools to his supervisor

RH - disappointed there wasn't more f2f - is now a LeTTOL 'visiting lecturer'

PA - few references to up-to-date good case studies

What factors made it possible for you to start teaching online?

GR - good infrastructure, own interests and motivation - good teachers will make use of this while poor teachers may not

RH - determination, piles of support from IT-literate manager and family (vital!) - working in early morning - some time provided

PA - necessity - government initiatives - involvement with UK Online and local Tec

What barriers did you have to overcome?

GR - time - had to develop sharp time-management skills - emphasise this at start to participants - there were no barriers to the pilot

RH - technical problems - can't remember procedures (dyslexia?)

PA - funding, since robust software is expensive - sufficient IT facilities for all staff and students - IT skills (keen to adopt accredited training)

Were there any activities missing from the course that you would have found useful?

GR - wanted to know what his set looked like (video conferencing?) - importance of social dimension to learning, which was patchy

RH - can't remember

PA - design of assignment (wanted to try out different conceptual approaches) - poor group software (FirstClass, since replaced) - reference to up-to-date material

Have you been able to share what you learned with colleagues?

GR - there will be a college conference at the end of July to share innovation

RH - very much so - informal feedback to dept and others

PA - yes - formally through meetings and also informally

Has that had any influence on your organisations planning?

GR - no, although he has talked about it at management meetings

RH - no, although that is about to change now they are a Ufi centre

PA - no

Was the bias towards HE/FE a problem? (to business users only)

not applicable - academics only

Do you have any other comments that would be relevant to an evaluation of the LeTTOL course?

GR - very impressed - thinks that all tutors should have done this type of thing by 2020

RH - thinks that everyone should do it - was fascinated by issues of student support

PA - DfEE should sponsor every teacher to do something similar

People who have yet to make any use of the course

RT - is an HE IT support officer - September 1999 cohort

BE - is an FE tutor - March 2000 cohort

HJ - is an FE tutor - March 2000 cohort

Did the course adequately prepare you for the design and management of online learning?

RT - yes, given that he works in a support role

BE - mmm - yes - course assumed you needed Internet skills, but didn't develop them - I expected more regarding practical skills for developing course materials

HJ - yes - although she had already taken an MSc in multimedia and education

...in relation to existing f2f courses?

RT - yes - there was lots of discussion about the value of mixed-mode courses

BE - no, it was raised in discussion but most people were dismissive

HJ - not in much depth, but it wasn't a problem for her

What features of the course were of most help?

RT - understanding netiquette - Berge's checklist - discovering the research into online learning - importance of group dynamics and student behaviour - tutors acted as good role models

BE - support from fellow students - theoretical as well as practical content

HJ - networking within their group - excellent tutor

Are there any other ways in which the course might have done this?

RT - nothing - wasn't sent certificate unless sent SAE

BE - it would have been useful to have more input on preparing materials - the last activity presented a sharp rise in demand - better pacing would have helped - confusion between programme design and course design (last two activities)

HJ - some continuation on from course (told about ITOL)

What barriers have prevented you from starting teaching online?

RT - not applicable - no teaching role

BE - college is not offering any online courses - feeling a bit frustrated about it

HJ - moved to a private-sector company which is not ready for online learning

Were there any activities missing from the course that you would have found useful?

RT - no

BE - nothing on video-conferencing

HJ - no

Have you been able to share what you learned with colleagues?

RT - have advised other colleges about educational website design
BE - informally
HJ - informally

Has that had any influence on your organisations planning?

RT - don't know
BE - maybe through departmental discussions on strategic planning - but influence is limited
HJ - yes, made proposals for online learning in new job role

Do you have any other comments that would be relevant to an evaluation of the LeTTOL course?

RT - thought there was too much group work - had problems with timing, dialogue and making decisions
BE - would have liked advice about where to progress from LeTTOL
HJ - really enjoyed the course - hard work finding the time but gained a lot

People who had problems with the course

CT - is an FE tutor - January 1999 cohort

TD - is an FE tutor - April 1999 cohort

LM - is an FE manager - April 2000 cohort

Your comments on the survey questionnaire indicated that you did not find the course useful. Could you explain why this was?

CT - didn't teach anything he didn't already know from existing experience (but he didn't finish...) - wasn't sure what to expect (problem with syllabus?) - no responsibility for online learning - wanted more on practicalities of designing materials for online use

TD - felt course lost its direction - pseudo-intellectual posing of some discussions - lack of human contact - he may not be the kind of person who can work over the net

LM - already involved in online tutoring and developing online materials - however, some parts were still very useful, especially the experience of being an online student - but basically there was no content she did not already know - but she had applied for the course before that was true...

Was there anything that LeTTOL could have done to help you make use of what you learned?

CT - didn't finish, so hard to know - problems finding time to access the course

TD - would have liked to have met or even exchanged photos - not enough guidance on bonding activities

LM - excellent tutor, but work pressures and mismatch with UK/Scotland holidays meant that she felt guilty about not supporting her group - also some technical problems

Were there any activities missing from the course that you would have found useful?

CT - practical design of materials for online use

TD - don't know

LM - no

Do you have any other comments that would be relevant to an evaluation of the LeTTOL course?

CT - no

TD - sorry that he didn't complete - useful in that he now knows that he does not get on with online learning - but he has used email on a f2f unit using his institution's intranet

LM - good idea to teach online learning using online learning - she was critical of the inter-dependence of the student portfolio assessment method

Appendix E: a summary of the issues raised in Q21

| Respondent IDs | Total | Issue |
|---|-------|---|
| | 37 | no response made to Q21 |
| | 27 | answered 'no' or 'can't think of any' |
| 12 80 83 88 95 109 122 123 128 130 134 144 154 | 13 | generally happy with course |
| 24 33 37 49 67 69 100 106 126 143 151 | 11 | need to develop practical online tutoring skills |
| 25 28 59 67 70 81 84 97 114 148 | 10 | need guidance on developing online learning materials |
| 29 57 65 97 102 112 132 148 153 154 | 10 | need more training on technical issues and skills |
| 14 35 66 81 89 152 | 6 | need to learn about course design |
| 19 30 50 58 64 135 | 6 | poor quality of chat sessions |
| 22 41 59 60 72 | 5 | need to learn about online assessment |
| 64 74 126 130 138 | 5 | problems caused by learning set dropout |
| 10 116 132 148 | 4 | need to learn about web authoring |
| 50 54 130 135 | 4 | poor feedback from tutors |
| 41 94 139 | 3 | need to learn about specific online techniques |
| 41 42 111 | 3 | need to learn about managed learning environments |
| 70 89 146 | 3 | too much emphasis on basic skills at start |
| 66 67 72 | 3 | want LeTTOL 2 for advanced skills |
| 9 74 | 2 | poor quality of facilitation |
| 17 46 | 2 | concerned about focus of course on HE/FE |
| 67 126 | 2 | suggest more cross-cohort communication |
| 67 78 | 2 | make better use of online resources e.g. WebLinks |
| 78 97 | 2 | would like practice at using video-conferencing |
| 79 91 | 2 | need to learn about how to move courses online |
| 41 | 1 | need information about initiatives such as Ufl and LearnDirect |
| 25 | 1 | need to learn about how to cope with different learning abilities |
| 56 | 1 | LeTTOL was not the right course for me |
| 60 | 1 | need to learn about certification of online courses |
| 68 | 1 | would like more discussion about the costs of online learning |
| 73 | 1 | need information about authoring software |
| 96 | 1 | need better info for prospective LeTTOL students |

Appendix F: topics and issues not covered in sufficient detail (from Q21)

Here is a list of all the substantive comments to question 21:

"Thinking about your experiences since the LeTTOL course, are there any issues or topics that it failed to cover in sufficient detail?"

I have excluded any responses which were blank or effectively said "no".

| ID | Topics and Issues raised |
|----|--|
| 9 | The central importance of the right type of facilitator support. Although since I was in the first group, I believe this has now been addressed. |
| 10 | I would have liked to have approached web design a bit more, but I accept that this is not really the LeTTOL brief. |
| 12 | No. I didn't expect it to cover everything in detail and I think its benefit was to increase my awareness so I could explore areas that suited my particular situation. |
| 14 | Only one - in my job I am designing F2F and online SHORT courses - some of these are only for 1 day. I felt that I could have benefited from more background info on how to design a longer course (general info that applies to both F2F and online course design). I know that most people will have experience of this but I didn't really feel that I had enough previous experience to feel confident when doing this. but it would have been useful to |
| 17 | LeTTOL - understandably - addresses an FE/HE constituency and presents a learning model that is appropriate to that audience. Many corporate users of web-based learning find other models more relevant to their circumstances. |
| 19 | The initial task to introduce you to the chat board |
| 21 | In terms of the original learning outcomes set out for the course, the comparative element implied in LO2 was somewhat limited. |
| 22 | Online assessment |
| 24 | It did not teach me teach online. We needed a project to work on from the beginning - something practical which we could build over the course. |
| 25 | Design for on-line learning materials: Impact of different learning abilities. |
| 28 | Development of materials |
| 29 | Would have appreciated a greater understanding of some of the technical issues |
| 30 | The chat rooms proved difficult to use. The main problem was to find a common time to talk. |
| 33 | The opportunity of actually putting the final project 'live' and testing it out with other group participants. |
| 35 | I would have liked more detail on course design |
| 37 | Getting OLL and CMC started from scratch. |
| 41 | Online assessment methods Electronic portfolio building Ufi/learndirect |

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| | Virtual learning environments |
| 42 | the course could of covered the use of online management information systems i.e. the advantages and disadvantages. |
| 46 | As I am a Primary school teacher I would have appreciated some issues covering Primary & Secondary Education. |
| 49 | <p>The whole issue of on-line discussion groups is one which is hard to really get to grapple with - sometimes they work but more often than not they don't even when they are part of the program. I found it a frustration when doing LeTTOL and still do - some of the issues were covered by it not happening, but there could have been more.</p> <p>It was the experience of experiencing on-line learning which is LeTTOL's strength: trying to get groups discussing things, getting group work organised etc which was so good.</p> |
| 50 | chat option failed and not enough feedback from tutor still have not heard if I have completed the course |
| 51 | Would have liked more help with lesson plans |
| 54 | Answer to Q.14 not fully known - no contact with LeTTOL since submitting last portfolio. |
| 56 | No not really - I think perhaps for me the course was not what I required at the time - but that was a fault in my choosing rather than a fault of the course. |
| 57 | I wish it had included some basic technical help such as how to do a screen save, how to send photos over the net as attachments. |
| 58 | I would have like more opportunity to engage in simultaneous chat |
| 59 | Would have liked more about e.g. using Question Mark Perception and subject specific development of on-line materials. |
| 60 | On-Line assessment and issues around certification. What is the view of the awarding bodies? |
| 64 | <p>Simultaneous Chat was not sufficiently covered.</p> <p>Working Cooperatively was impaired by the fact that some people in my Learning Set dropped out of the course.</p> |
| 65 | In retrospect I would have liked more tuition and practice in the technical aspects of on-line procedures e.g. forming circulation lists. |
| 66 | I enjoyed the course but it seemed to finish just as was starting to get interesting. The last section on the development of course structures and teaching materials was of most benefit and I would like to have taken it further. LeTTOL part 2? |
| 67 | <p>Should be more cross cohort communication.</p> <p>Exercises should link more with the growing resource bank: WebLinks, as this is an extremely useful learning tool in itself.</p> <p>More practical exercises, e.g.: in actually building an online activity and providing tutor support to it. This would give experience and confidence in producing online material and help to gain an understanding of how much time online support takes and that this needs to be planned for and managed effectively. Perhaps this needs to be a follow-on course 'LeTTOL 2'?</p> |
| 68 | The relative costs per learned item compared with F2F. It is clear to me that |

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| | OLL is a very, very expensive replacement for F2F per learned item. There have to be other reasons for going to OLL. |
| 69 | More time could have been allocated to the exercises in the final module. |
| 70 | I felt that too much emphasis was placed at the beginning on the basics of using e-mail and the Internet, and insufficient input was given to developing on-line courses that supplied added-value as compared to traditional courses, and other types of computer based learning and training. |
| 72 | I first did the pilot in 98 and the materials have improved a great deal. There could be more on what constitutes successful assessment Overall, I think the course is fine - but perhaps there is room for an advanced version? I completed the course at the deadline. I am completing section 23 as I was unable to complete the first time, and was so late the second time |
| 73 | A little about available learning programs, e.g. the Asymetrix programs etc. So that lettol graduates are able to commission courses alone. |
| 74 | I am stil very concerned about the appropriateness of OLL for certain groups of learners eg non-confident adults and those who will require some learning support in the lifetime of their course. Although I have expressed my views and concerns I do not feel that these issues were discussed enough on the course. Also our learning set was dysfunctional! Very tricky for those wanting to make progress. |
| 78 | use of on-line F2F (using web cameras) use of repositories of learning objects |
| 79 | Could maybe have spent more time on transferring existing courses to online delivery. |
| 80 | No the course was fine. The ludicrous demands of my job and our terrible server problems here messed the whole thing up for me :-) |
| 81 | Designing an OL activity Designing an OL course |
| 83 | Can't think of anything |
| 84 | creation of online materials |
| 88 | A very thorough introductory course. |
| 89 | More concentration on the course design and lesson planning issues would have been useful and less on things that ought to have been 'prior knowledge' e.g. sending e-mails and surfing on the net. I feel strongly that those issues should be prerequisite (and are covered by the LiVIT course anyway). LeTTOL should concentrate on the teaching and learning. |
| 91 | I now work for a distance learning provider and perhaps looking at how an existing course could be developed to be an on-line course. |
| 94 | As I am more concerned with developing on-line literacy courses, It would have been helpful if some relevant technical advice had been available |
| 95 | I am a training analyst and designer and while I would have liked more on these topics, the course provided a basis for me to develop my own |

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| | understanding these topics. |
| 96 | <p>I was unable to complete the course due to pressures at work - and found it difficult to commit the time. I do intend to pick the course up soon but have put myself online at home from work so that I can do the course from home.</p> <p>It may have been helpful to talk to someone about the difficulties of finding time at work and how essential online access would be - having not experienced an on-line course I underestimated this aspect. Didn't think about it until after I dropped out that some solutions could have been found if I'd connected myself up from home as well - simple but these things are always simple afterwards aren't they.</p> |
| 97 | <p>application of LeTTOL to subject area</p> <p>different delivery methods such as videoconferencing</p> <p>in put on online teaching materials or authoring skills</p> |
| 100 | I think that there might have been a bit more emphasis on teaching methodology. |
| 102 | I was a real novice with internet searches. I could still have done with more practice. It also took me a long time to come to terms with routines like WebBoard and chat rooms - I needed more practice to retain confidence. |
| 105 | I have not been directly involved in on-line learning since competing but I am sure there will be topics where I need to do further work |
| 106 | <p>I would have liked more explicit practice in applying the "managing online communication" activities... ie. practice being an e-tutor</p> <p>We had good discussions about Berge's list of roles, and could see the LeTTOL apply the advice skillfully, but didn't have the opportunity to apply these ourselves.</p> |
| 109 | <p>The course has been finely honed to supply the best practice of ftf to the online world. Any additional technical overload may well prejudice the fine balance of the technical and pedagogical.</p> <p>Thus it does not seek to exploit multimedia or the advanced features of the US online academia.</p> |
| 111 | Virtual learning environments |
| 112 | Technical things like setting up webpages, WebBoard, etc |
| 114 | Different approaches to creating on-line material would have been helpful to me. |
| 116 | I would have liked to be able to post a web site of my own. This was something I have had to learn separately |
| 122 | I think the course covered every aspect required by me. |
| 123 | None - I felt the course was just right for my needs. |
| 126 | <p>Some of the practicalities of on-line conferencing were not explored.</p> <p>Also working in our original groups throughout was both an advantage and disadvantage. As some dropped out the responsibility to maintain close working rested heavily on the few. As the course progressed it would have been good to link with others at the same stage.</p> |
| 128 | No. I found the course enlightening. |
| 130 | I believe all issues and topics were covered in sufficient detail. The only disappointing part of the course for me was the lack of participation by some |

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| | of the members of the group. At times it was difficult to know whether peers had 'dropped out' or not, as there was little or no contribution, yet those of us who were participating were still sending copies of our work to them. It would be interesting to know if they were allowed to complete the course and be accredited. |
| 132 | I would like to learn how to create a Web page - we evaluated them on the LeTTOL course |
| 134 | No, I really enjoyed the course - I had a fantastic tutor in Viv Drake and only did not complete because of a family bereavement. It has been deferred and I hope to complete before the end of the year. |
| 135 | I was surprised, that the Chat facility was not to the standard you would expect from an on-line course. It was slow and on a number of occasions mixed the conversation string up. I thought that it was more off-putting than helpful. I have used other chat facilities before for a number of different courses and have to say, if I had not had that experience, I would not want to use chat again. Certainly not with students. I also felt that the feedback at the end of the course was very poor. I have not heard as of yet whether or not I successfully completed or not. All in all I was not impressed with the course and would not recommend it to anybody else. |
| 138 | I would have liked to participate in a larger active online group. |
| 139 | Yes, it did not provide any guidance on putting an electronic portfolio together. |
| 141 | The main problem I have is that where I work there is very poor technical support and, although I would like to set up on-line distance learning courses, there is insufficient help and support to do so. In addition, I have very little confidence that technical problems could be sorted out quickly enough. |
| 143 | Starting work as an on-line tutor - the admin set up - the WebBoard, conferencing etc. |
| 144 | I think most things were covered. |
| 146 | The first and second units were not stimulating at all for me. There should be some exemptions for IT literates. |
| 148 | How to place learning materials on the internet. |
| 151 | Needed to write on-line learning as part of the course. |
| 152 | Design of online courses - it was left until the end and I would have preferred it to take centre stage sooner |
| 153 | Could have done with a little more information on alternative systems, I had problems working on Apple Mac |
| 154 | No, on the whole, and given the time limits of the course I felt it dealt with an appropriate range of subjects. I would have liked more technical theory but that is because I have a minimal understanding. |

Appendix G: a summary of the examples from Q22

| Respondent IDs | Total | Example |
|---|-------|--|
| | 24 | no response or 'none' |
| 11 12 14 22 25 29 37 42 52 53 55 59 60 72 81 95 104 105 106 123 140 149 | 22 | developing online teaching and learning |
| 10 12 20 22 26 47 49 61 72 75 99 105 107 109 128 142 143 144 | 18 | tutoring online courses |
| 12 15 21 28 29 36 42 48 50 71 74 94 96 115 122 151 153 | 17 | greater understanding of pedagogic issues |
| 9 30 37 42 49 58 59 74 79 95 96 106 126 139 153 155 | 16 | staff development activities (formal and informal) |
| 20 44 47 49 65 66 79 82 88 100 106 116 128 129 130 148 | 16 | adding online elements to f2f courses |
| 10 12 14 22 36 49 85 92 95 102 107 115 126 131 140 | 15 | career opportunities |
| 28 53 57 64 79 96 100 106 122 130 132 134 141 143 149 | 15 | improved online communication & Web skills |
| 17 38 58 64 82 83 86 88 114 120 138 154 | 12 | plans to develop online teaching and learning |
| 15 20 35 36 42 84 102 106 111 124 155 | 11 | greater understanding of student perspective |
| 27 32 46 51 56 89 91 97 101 146 | 10 | not being used |
| 15 23 29 45 53 112 139 148 | 8 | strategic developments |
| 13 18 33 38 112 137 152 | 7 | regret not being able to put LeTTOL into practice |
| 70 80 102 113 124 | 5 | assisted evaluation of online learning |
| 16 21 30 69 | 4 | improvements to existing online courses |
| 19 41 106 | 3 | developing user support for online learners |
| 23 42 73 | 3 | business opportunities |
| 24 87 | 2 | not helpful in any way |

Appendix H: examples of how LeTTOL has been useful (from Q22)

Here is a list of all the substantive comments to question 22:

"Please could you briefly describe specific examples of how LeTTOL has helped you in your work - for example a list of your courses that incorporate online learning, plus any comments you have on them"

I have excluded any responses which were blank or effectively said "no".

| ID | Comments |
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| 9 | The ability to work in a staff development role with other teachers on developing individual competence in on-line work. Specifically, in the development of a network of ICT champions/mentors in the institution. |
| 10 | I now teach on LeTTOL myself. |
| 11 | NEW SEMI-ONLINE INSTITUTE OF QUALITY DIPLOMA COURSE DEVELOPMENT OF HNC ON-LINE / DISTANCE LEARNING COURSE |
| 12 | Through my experiences with LeTTOL, I developed an on-line mode of a f2f undergraduate course (CC070 Cinema, Gender and Popular Culture) that I had designed and delivered through RMIT for three years. I tutored CC070 on-line for 12 months and have recently been able to ready another staff member to take over. LeTTOL was a direct influence on my understanding of on-line course design and delivery and helped immeasurably with my ability to manage the course and support students. Since studying LeTTOL, I have tutored it for 18 months. |
| 13 | I am developing training material for a distance learning course at the moment. I was planning on putting it on-line, but I have now delayed this. |
| 14 | Since I completed the LeTTOL course I have been seconded to work on a very large web project which hosts a course on conflict resolution. Initially I was employed as technical designer but my brief now covers the structuring of online course content for both tutors and participants. |
| 15 | Experiencing on-line learning from the perspective of a student has increased my understanding of the learning processes, weaknesses and benefits of on-line delivery. This has helped inform the strategy and development of ILT within this College through my role as director of ILT |
| 16 | No specific examples in my area of work - as I already did them before - Would say that It gave confidence to know that I was doing it correctly. |
| 17 | Notwithstanding my comments in 21 I can see how we could re-model a course that we run at the moment in-house for on-line delivery. For that alone LeTTOL was valuable. |
| 18 | Unfortunately, I have not been able to put the skills learned on LeTTOL onto practice - partially because my college has not invested in MLE yet and partially because I have changed jobs and am no longer involved in IT delivery. I have recommended the course to colleagues. |
| 19 | The course has helped me to devise schemes for supporting Ufi students who represent our main cohort of on line learners |

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| 20 | <p>I joined the LeTTOL course because our college was preparing to move into on-line delivery of courses, so it was very useful preparation for us.</p> <p>One of the great benefits of the course was experiencing what it was like to be a LEARNER on such a course, frustrations included as well as the 'high moments'.</p> <p>Immediately after the course I experimented with putting parts of a couple of my modules onto web based delivery. This worked superbly well with a level 2 course. The students took to it well, and were very excited about the possibilities opened up by such a course. It did not work so well with a level 1 course, mainly because of induction issues. Between February and June 2001 we are hoping to have the whole of our first level being delivered with web-based learning.</p> |
| 21 | <p>I had already developed a pilot course for one of our undergraduate modules in on line format. LeTTOL helped me to see the limitations of what we had done and how it could be improved. We are now moving towards having all of our first year undergraduate modules available on line, the development and teaching of which are both deeply indebted to LeTTOL.</p> |
| 22 | <p>Enabled me to implement and manage the first online degree at University of Wolverhampton.</p> <p>Recently gained new job managing the Learning Lab, based at UoW, which is dedicated to the research, development and promotion of learning technologies.</p> |
| 23 | <p>My business is a founder member of the consortium which established Living IT online courses - http://www.living-it.org.uk. The approach to tutoring in these follows the LeTTOL model fairly closely.</p> |
| 24 | <p>It was not helpful in any way.</p> |
| 25 | <p>Currently in the process of designing a course.</p> |
| 26 | <p>On Line Environmental Management Course. LeTTOL was a superb foundation for delivering this course.</p> |
| 28 | <p>Much better understanding of issues, much improved email communication skills.</p> <p>Unfortunately I have not had the opportunity to incorporate true online learning into any courses that I teach because of the practical nature of my subject (Hair and Beauty + IT key skills), I have included much more ILT within my teaching this year and encourage students to use the resources available at all times but essentially my teaching is all still face to face.</p> |
| 29 | <p>Use within the Ufi context</p> <p>Use within ICT projects</p> <p>Incorporation of learning within training materials being produced for on line learning</p> |
| 30 | <p>I was already developing courses for the college's intranet. I have developed the following programmes:</p> <p>Foundation GNVQ in Business.</p> <p>Intermediate GNVQ in Business.</p> <p>Advanced Subsidiary vce in ICT.</p> <p>I have created a staff development site on the college's intranet that shows staff how to develop a course home page.</p> |

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| | <p>I am currently developing a home page for the tutorial curriculum for the college.</p> <p>I have got permission to place the Foundation and Intermediate GNVQs in Business course home pages on the college's web site.</p> |
| 32 | No relevance as yet |
| 33 | Unfortunately, the college I work at has only just got around to installing Internet facilities in classrooms - I think we're about 5 years behind everyone else, it's so frustrating! |
| 35 | Understanding the isolation of the online learner |
| 36 | <p>Much greater understanding of issues and possibilities in OLL (I work for an accreditation body which is developing some new OLL courses).</p> <p>Also have got interview for part time tutor-counselor with OU for T171 - You, Your Computer and the Net. Wouldn't have had this opportunity without LeTTOL.</p> <p>Useful reminder of what Adult Learning, and Distance Learning particularly, actually feels like.</p> |
| 37 | We are just about to commission our first multi-choice quiz for our volunteers to access online. This is a pilot. We are also setting up a small online group to consider how we progress CMC and OLL for our volunteers. |
| 38 | Unfortunately the online learning unit I planned to deliver (as part of an HND in Popular Music) did not start this year due to low recruitment numbers. I am, however, in the process of converting one of my traditional face to face courses into an on line alternative. |
| 41 | <p>I can offer online learning options to mainstream courses through my membership of the Internal Validation committee</p> <p>Specifically useful in relation to enrolling and supporting Learndirect students in the Learning Centre</p> |
| 42 | My work involves helping clients make the most of e-learning. Its helped me provide my clients with an understanding of the issues from both the learns and the teachers perspective. |
| 43 | Have since been involved in producing an online course. |
| 44 | I took the course more as a manager than as a teacher. However, with a colleague we have placed some of my A-level English Literature support materials online. My teaching has since focused on advanced business. I need to get more on top of the new curriculum before I would want to invest the time needed to put significant support material online. |
| 45 | Involved in development of own organisation's online learning project |
| 46 | I am not using LeTTOL as yet in my work but I hope to in the future. |
| 47 | I teach an online medical transcription program. I still have a problem getting students involved in discussion groups, but I don't know if it my inability to foster this type of communication (which is possible) or due to the type of student attracted to a medical transcription program - one who likes being isolated with reference books and computers and doesn't need much input from the outside. |
| 48 | I am currently undertaking the Government New Opportunities Fund training for teachers and find it inefficient and almost totally useless - I learnt far more with LeTTOL and have pointed out the inadequacies of my current |

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| | course in detail compared with it - hopefully it will now improve |
| 49 | <p>After completing LeTTOL , and demonstrating an interest in on-line teaching I became the department's first Learning Technology Mentor - a one day a week release program to learn about our DLS and spread the word.</p> <p>In subjects I have incorporated a large amount of on-line material - notes, links, etc - and have tried to get discussions going with limited success (except as a topic for academic papers!)</p> <p>My interest continued to this semester being on a 'puzzlement' project aimed at incorporating simulations into teaching.</p> |
| 50 | more in depth knowledge of academic teaching as I am from a more supportive role |
| 51 | No courses I teach involve online learning |
| 52 | I have since developed some on - line course work to be used internally at work |
| 53 | I am involved in the development of a national pilot for the TUC on on-line learning. The LeTTOL programme enabled me to plan and implement a virtual learning environment. The programme also gave me the skills to effectively communicate with my students |
| 55 | LeTTOL has not yet helped me too much in my work but the company I work for is nearing completion of a project which involves teaching on-line. When I begin to get involved in this, I can apply the knowledge gained. |
| 56 | I've not really used the things gained from LeTTOL in my work related area. |
| 57 | I have no problem in working through an online course now, I prefer it as time is of the essence for me. I now run an office for my company in Wales and all the communications are via email. If I had no completed LeTTOL I would not have been so confident with this method of communication. |
| 58 | I am able to offer information to others and am looking forward to being involved in on-line delivery on our new College Intranet. Other people are interested in developing this aspect of the College's work and I will be able to help them. |
| 59 | <p>My learning experience on LeTTOL was the basis of an on-line learning survival kit that I put together with another LeTTOL completer. This kit is now available to all staff within my organisation and touches upon the key learning points that staff need when planning to introduce on-line learning. For a more in-depth exploration of on-line learning, LeTTOL remains the recommended route.</p> <p>I have also been able to integrate elements of on-line delivery into a course that I deliver f2f. This has been well received by learners.</p> |
| 60 | Some of the principles learned in LeTTOL have been imbedded in a pilot course which we offered to student in the Learning Centre from May to Aug 2000. |
| 61 | I am now able to deliver some of the AAT course on line |
| 62 | I am now able to deliver some of the AAT course on line |
| 63 | I am now able to deliver some of the AAT course on line |
| 64 | <p>More conversant now with Web searches and E mails, I can pass on this knowledge to my pupils.</p> <p>However, none of my present courses actually incorporate on-line learning</p> |

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| | (strictly speaking), but may do so in future. |
| 65 | I have arranged to have a web-board for some of my FE students, though it has been inactive so far. I have referred students-HE towards search engines and sites that I researched for the course. |
| 66 | I have incorporated ideas and procedures met during the LeTTOL course into my everyday teaching. I teach A-level science and contact time is limited. I have integrated online activities into the course structure. Students routinely visit my website and some assignments are completed online. The students are able to fulfil the requirements for Information Technology Key Skills. |
| 68 | The big thing that I have learned is that virtual conferences are useful only if the alternative is to travel more than about 100 miles. |
| 69 | It has helped in the development of the existing distance learning provisions. |
| 70 | LeTTOL persuaded me that, for the company for whom I worked, there was insufficient added-value to be achieved by preparing an on-line course as compared to face-to face teaching and other methods of computer based training. i.e. other methods were more cost-effective and produced better benefits in the field of language learning. |
| 71 | I did the course to have a better understanding of a mode of learning that I know is going to become part of the suite of programmes we offer and because I wanted to encourage and support the development of such programmes. I feel able to do this. Quite a few of the questions above do not feel that relevant because I did not expect the course to have direct impact on my work. |
| 72 | wrote a short course incorporating weblinks I tutor by e-mail wherever possible I am about to set up a one-person assessment and training service which will be based around online I want to set up a trainers network |
| 73 | I run my own open learning centre, I hope soon to develop basic online learning programmes, perhaps by June 2001. |
| 74 | I hope to introduce OLL as a topic on the Cert Ed, I am the module leader for student support and hope to explore some of the issues LeTTOL did and did not address. |
| 75 | As I was already involved with LeTTOL before I undertook the course, some of my answers above don't really reflect my positive feelings for the course. However, it has helped me in my role as administrator for the course as I can advise potential LeTTOLers more knowledgeably. Also, I am due to be involved in some online tutoring for the Living IT course. |
| 79 | Able to support other tutors with e-mail communication between students and themselves. Improved online communication with my students. Search skills improved and identified more web sites for integration into existing programmes. |
| 80 | It's given me a better insight into the appropriate criteria to apply to the EVALUATION of online teaching and learning |
| 81 | I am involved in a project to deliver OL vocational training and assessment. Techniques learnt on LeTTOL have been invaluable. |
| 82 | Although I have not developed a totally on-line course as yet this is planned |

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| | for the future. I have time allocated this year to develop this. I also plan to use some of the activities I developed as part of the latter units (which include some aspect of online learning) as part of courses I deliver |
| 83 | We are waiting to overcome some technical problems at present but once these are sorted I hope to use my LeTTOL experience to develop the use of IT in Distance Learning (i.e. communication via e-mail and bulletin boards) |
| 84 | gave me an understanding of being an online student - Basic Skills Online |
| 85 | My company is already involved in a pilot project for OL teaching and I expect to be involved in this at some point |
| 86 | I do not use online learning in my teaching, but the course has made me think about the possibilities for use with certain students. |
| 87 | LeTTOL has not helped me in any significant way at the moment. I'm of the opinion that I was put on the course to satisfy a management criteria that so much training must take place in a given year. |
| 88 | Attempting to set up a system where all work and handouts etc available to A Level students with a view to extending this facility. Ideas for "full-cost" courses within College - hope to develop these (depends upon management) |
| 89 | I am no longer employed by the organisation that paid for me to do the course. I took voluntary redundancy and am not involved in that sort of aspect of work any more. |
| 91 | Not applicable at the moment |
| 92 | I was facing redundancy and attending interviews at other FE colleges. They all asked about the course content and I perceived that they thought that skills in this are was very important |
| 93 | I was facing redundancy and attending interviews at other FE colleges. They all asked about the course content and I perceived that they thought that skills in this are was very important |
| 94 | It has helped me to clarify which kinds of learning material would be most helpful, and work well on-line. |
| 95 | I now work half of my time for an e-learning 'taskforce', developing a range of on-line courses. At the moment, working on Induction and Mentoring. Also, spreading the word unofficially, organising courses in on-line tutoring. |
| 96 | Become much more adept at using the internet for my research and using search engines. I understand some of the fundamentals of on-line learning. Have pushed forward using online more for providing information to our supply chain. Got one of my staff to organise short workshops for training supply chain on use of internet and moved our newsletter to online provision also. |
| 97 | I'm not applying the skills as we do not online courses |
| 99 | Deliver small part of a course on line and encourage students to communicate via e-mail |
| 100 | I now incorporate on-line seminars into a couple of my courses (NT Introduction - internet is excellent for accessing ancient texts; Pauline Theology - I use the seminar to develop debating skills). I also use the internet |

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| | much more as a resource for myself and my students. |
| 101 | Not helped in my work |
| 102 | I understand its potential much better. I now have a clearer vision of where I would like my teaching to go through utilising this potential. I have been able to use this knowledge in acquiring a new job involving curriculum development in my subject area for which integration of ICT is an essential part. My understanding of the processes involved in online learning from the learners point of view has also been useful in this new area of work. I don't think many people out there have this depth of understanding yet....I may be wrong. |
| 104 | Helped to design a tutorial service for on-line courses. |
| 105 | BTEC GNVQ Advanced Health & Social Care - I used a unit in my lettol course and will be teaching a modified version of this in the new year |
| 106 | All of my face-to-face workshops have a web site alternative with which include activities with supporting online forums. a) online communication using Blackboard b) designing a web site for a subject c) instructional design for online learning d) facilitating online communication / interaction e) Developing a subject in an integrated learning system f) Assessment, student support & evaluation |
| 107 | I now assist on an online hygiene programme, thus widening my job opportunities |
| 109 | I am involved in, but not in designing, generic online tutoring. |
| 111 | The main benefit was to give me the experience of being a student on this type of course. It gave me first hand experience of the potential difficulties in pursuing on-line learning - as well as the benefits. |
| 112 | I have been invited on to my college's intranet committee, involved in setting up an intranet, which should be followed by an MLE, which I hope will allow full use of my LeTTOL skills for courses I teach. So far no courses have had an online element incorporated into them as the technical infrastructure at the college is not yet in place. |
| 113 | I am using the experience gained to help the company evaluate on-line courses. |
| 114 | Gave me a possible template for creating a specific course. |
| 115 | My work is developing "Stand alone" learning materials, i.e., no CMC elements. It was very interesting to be able to compare and contrast the two areas. It will also help me develop a thread in my Mphil thesis. It is distinctly possible I will be applying for online tutor jobs in the future. |
| 116 | I have now started to incorporate on-line materials into my courses. I may still use paper-based materials but also offer on-line, web links etc to give variations of teaching/learning styles. Schemes of Work have been posted onto the intranet and resources such as induction materials, information sheets, relevant web sites have been included. |
| 120 | i am now doing it again with enthusiasm and I think it will help me organise language supporting the college for students unable to attend the sessions arranged for them due to time tabling . i t will certainly bring flexibility for |

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| | learning. |
| 122 | The course which was developed for on-line learning within our College was based on Health and Safety in the work place, the opportunity to complete LeTTOL was worthwhile transforming my opinions about on-line learning from being a novice to someone who feels comfortable working a computer. |
| 123 | I have helped to develop parts of our HNC Public Services programme on-line which was vital to one particular cohort at the time. This remains part of my programme area's strategic goal. |
| 124 | direct experience of on-line teaching and learning- i.e. we were the students and could get a real for what it would be like for other learners. Shown me that on-line options need to be considered when developing provision e.g. mentoring to include e-mentoring |
| 126 | Informal in-house training for peers. No specific courses but have taken active interest in the Ufi developments and especially the on-line delivery of Basic Skills through Learn Direct. Applied to be on-line tutor to above from 2001. |
| 128 | I now provide the ICT element of the Health Science Access programme and use online learning as a part of the course. It has also encouraged me to use online activities in most of my taught courses. |
| 129 | I have thought carefully about all the courses I teach, and changed some of them very slightly. |
| 130 | Since completing LeTTOL, I now use email to communicate with students, eg instead of telling students 'face-to-face' at the beginning of a session, what they have to do within the session and where to find files, I attach the files and explain what is required of them within the email. This improves their use of technology, by having to retrieve files; manage files by placing them in specific folders; read instructions carefully; email completed work (as attachment) to me for assessment. |
| 131 | I am a science lecturer but am now able to teach communication key skills level 3 |
| 132 | I have this year started a full cost shorthand course at a local company and have decided that they should e-mail their transcripts to me - I will then correct the script and notify the grade by return e-mail. |
| 134 | It has given me a much wider view of the net and how it can be used. In the new VCE ICT Advanced qual there is a unit specifically on web authoring and design - I feel much more positive about tackling that now. |
| 137 | on-line staff meetings. A problem in utilising some of the ideas developed is the constraint of available technology - with students and at the workplace. |
| 138 | I am hoping to use what I have learnt in the near future. |
| 139 | I am the college teaching & learning co-ordinator and as such manage self-assessment/observation of teaching/learning and related staff development. Awareness of on-line implications far course planning/development is crucial to this. LeTTOL has been a personal as well as professional gain for me. |
| 140 | I do not have any on-line courses yet but I may have in the future. It has helped me in designing on-line courses and the scheme of work and lesson prep will assist me in devising materials as a consultant - hopefully! |

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| 141 | The only use I put my skills to is in teacher training where, if trainees are unable to get in to see me for support on lesson planning, they can e-mail me their ideas and plans for my comments. I have found the course very useful from that point of view. I also surf for useful websites for my students and get them to work in groups and compare sites. |
| 142 | On-line learning for a student with mental health difficulties who was too ill to access groups |
| 143 | Been able to introduce my classes to on-line communication as part of their studies - managed an on-line course for the first time this year. |
| 144 | A number of key skills courses and I.T part award groups are taught on-line and to date this works well |
| 146 | I haven't been able to utilise my expertise. |
| 148 | We are setting up a resource-based learning centre and the knowledge I have gained with LeTTOL is helpful. I have been placed on an ICT committee and the knowledge I have gained has proved to be helpful. |
| 149 | Used e-mail as main means of communication on a project I was seconded to which involved on-line learning. Also had confidence to get involved in helping write materials for Learndirect. |
| 151 | underpinning knowledge; confidence in the pedagogy |
| 152 | Too soon to say. Technical problems have only just been resolved and my college is still developing a coherent way forward so the developments I really want to push are on hold. |
| 153 | I teach on a teacher training course so I'm able to discuss the pros & cons of on-line learning much more effectively. One student submitted an on line teaching package as an assignment and I was able to make an informed assessment decision. |
| 154 | My organisation is slow in taking up new learning opportunities, however I have had some input on the design of new courses regarding the online options available. Hopefully these will be taken up. |
| 155 | It helped me appreciate the problems with providing adequate support and viable distance learning courses. eg Ufi, various regional on-line educational projects. Distance training for SMEs |

Appendix I: Comments about non-completion

| ID | Comments |
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| 13 | I found that the amount of e-mails that I received on a daily basis caused me problems when I was away for a few days. When I'd return I would find it difficult to come back on board with what was going on. I did not feel in control of the pace of the learning. Self-paced learning it was not! |
| 15 | Difficult to maintain group progress at a common rate due to variations in pressures of work. Initial tutor feedback giving impression that a task was OK and therefore in my mind completed but being asked weeks later for additional work. |
| 19 | The use of the chat board was a real stumbling block. As it occurs so early in the programme it did cause me a real problem, the I slid on the assignment, and then I dropped off the programme |
| 27 | Yes. At the time I could not use an Internet connection at home and found that I did not have sufficient time in college to devote to the course. |
| 30 | We had a baby during the course. The sleepless nights killed me!! |
| 31 | The main problem I had was the difference in summer breaks between England and Scotland. I had got into the swing of the course and then, when group interaction was building up I was away. When I came back in August my partners were away and anyway the first two months of any year are murder in F/H E. I never really got back to my studies after that break. I could only access the course from work and used to stay late to participate. on holiday I could not access |
| 32 | Many tasks seemed rather pointless |
| 40 | I appreciate that the course was 'live' and that was a part of the point but once I was on the course and other pressures built up there was no way to put the thing on hold, so that I could pick it up later. Nor was it easy to bow out gracefully, always intending to go at it when there was a gap. Just letting it slide was depressing. |
| 80 | The technical problems were at my employer's end. |
| 96 | I was unable to complete the course due to pressures at work - and found it difficult to commit the time. I do intend to pick the course up soon but have put myself online at home from work so that I can do the course from home. It may have been helpful to talk to someone about the difficulties of finding time at work and how essential online access would be - having not experienced an on-line course I underestimated this aspect. Didn't think about it until after I dropped out that some solutions could have been found if I'd connected myself up from home as well - simple but these things are always simple afterwards aren't they. |

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| 98 | <p>I ran out of time, got as far as the last exercise, which involved creating a course outline, read another student's course outline (as part of the exercise) and realised that I didn't have a level of expertise similar to the one I'd witnessed in the other student's work on any particular topic. In short, I felt there was no particular topic that I could have created a detailed course outline on. I made several attempts and then gave up as I had run out of time.</p> <p>The course tutor had also moved on to a different job and she did make several attempts to help me over the last hurdle but I just couldn't finish it.</p> |
| 108 | <p>It wasn't what I expected</p> <p>I personally do not like this form of group work. Because of personal and work pressures I would have preferred to work at my own pace. One could not do this. The need not to 'let down' one's learning set was oppressive.</p> |
| 119 | <p>I was involved in the on-line delivery of an ADAPT PROJECT course in health and safety funded by Lanarkshire Development Agency LDA.I was responsible for the successful operation of the Pilot Course which had to be completed by December 1999.Many start-up problems (internal and external) technical problems, time constraints to participate in LeTTOL and the supporting of the learners on the pilot course as well as my normal teaching workload meant that I was unable to continue with LeTTOL. The Pilot course and its success took precedence. As a result all of my students(the first on-line learners within the project) successfully completed and became the first graduates of The Scottish University For Industry (SUFi)and received their certificates from the SUFI Chief Executive ,presented in their workplace. I had regularly communicated with LeTTOL informing of my situation.</p> |
| 127 | <p>I found it difficult to bond with the course members as we had never met. It made me realise that I am a 'people' person. I found it difficult to join in on the discussions as I need to be able to judge the mood of the group before saying what might be deemed challenging statements. I found some of what was being written crass and affected which left me feeling disenfranchised. I accept that this says more about me than the group members, however it did have a major impact on my view of the course.</p> <p>I also found the tutorial element difficult, again because there is no contact with anyone that I felt I could relate to. My tutor lived in Australia. At first that seemed cool, later it made me feel isolated as I knew that I couldn't even talk on the telephone.</p> |
| 133 | <p>frequent deadlines meant I was unable to keep up. Only access to a computer was at work, this became difficult to maintain because of interruption, lack of time and lack of resources.</p> |
| 134 | <p>I could have done with time being allotted to me to complete the course.</p> |