

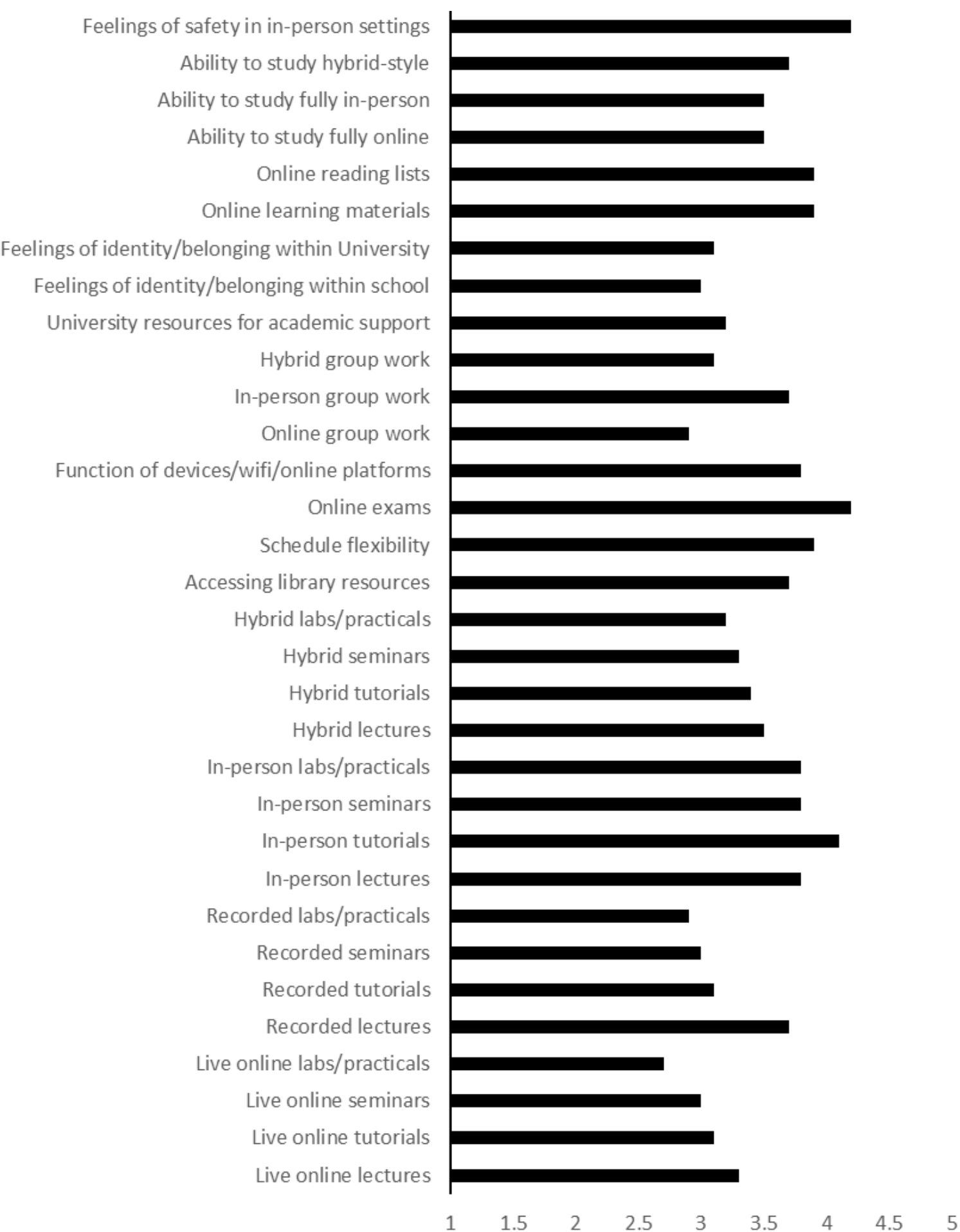
# HYBRID LEARNING SURVEY REPORT

*Nicole Cizauskas, Hitanshi Badani & Paula Miles*

## Exploring the Impact of Hybrid Learning on Student Life During Semester 1 of the 2021-2022 Academic Year

### ACADEMIC RESOURCES

**Fig 1: Student Satisfaction Ratings of Academic Resources**



Key: 1 = Extremely Dissatisfied, 3 = Neutral, 5 = Extremely Satisfied

### AIMS

With this questionnaire, we aimed to accomplish the following:

- Explore how students were affected by hybrid learning during Semester 1 of the 2021-2022 academic year
- Identify positive aspects of hybrid learning to keep going forward

A total of 549 students participated in our study and a summary of our findings is presented below.

Student feedback for academic resources showed a preference for in-person group work, tutorials, and labs/practicals, and a preference for online exams (Fig 1).

Notably, feelings of identity/belonging within the School and University are on the rise since Semester 2 (2020-2021).

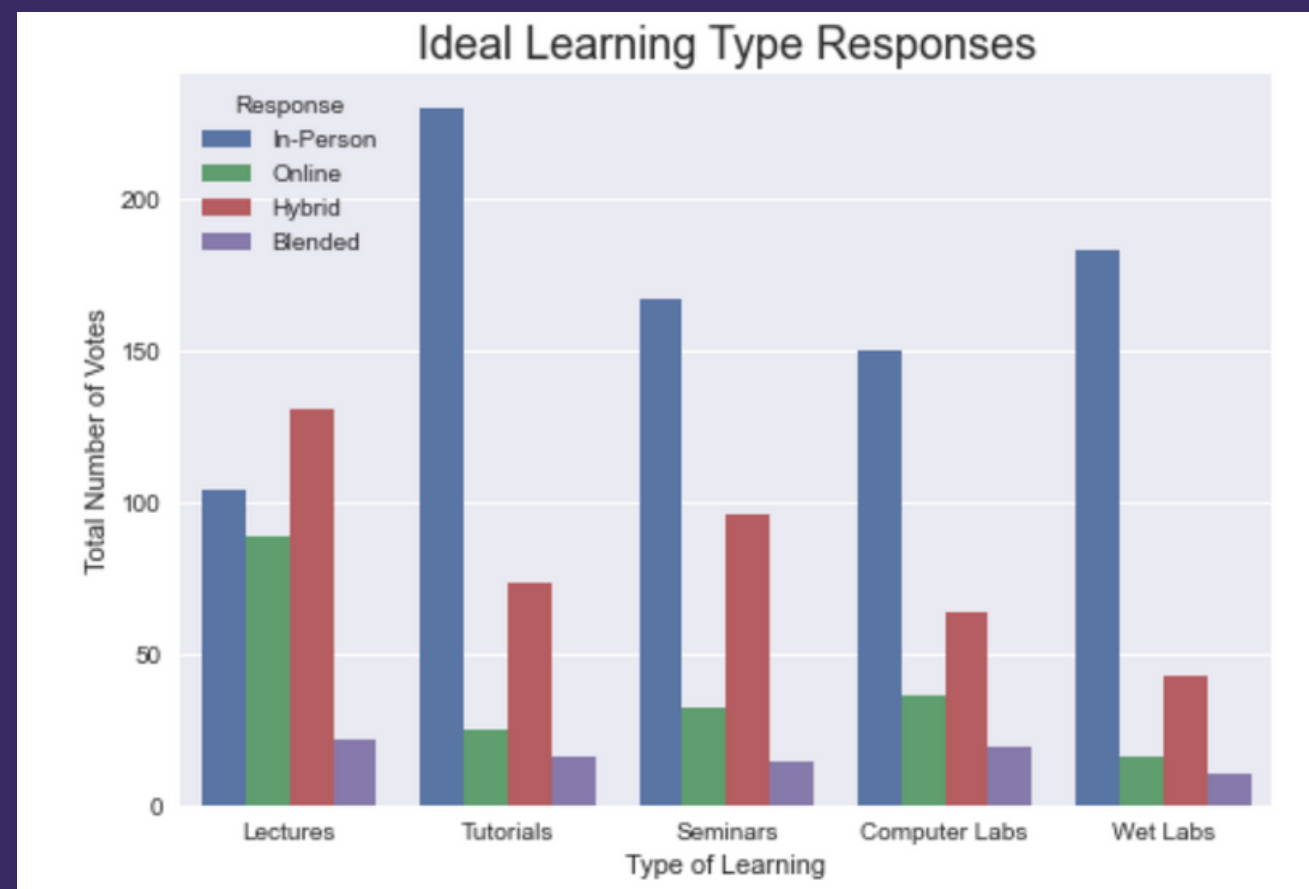


# IDEAL LEARNING TYPE

In response to a question prompting students to identify their 'ideal learning environment,' students reported neutrality on the form of delivery for lectures, and a significant preference for in-person learning in all other categories (Fig 2). This fits with the findings shown above in Fig 1.



Fig 2: Student Preference for Learning Type



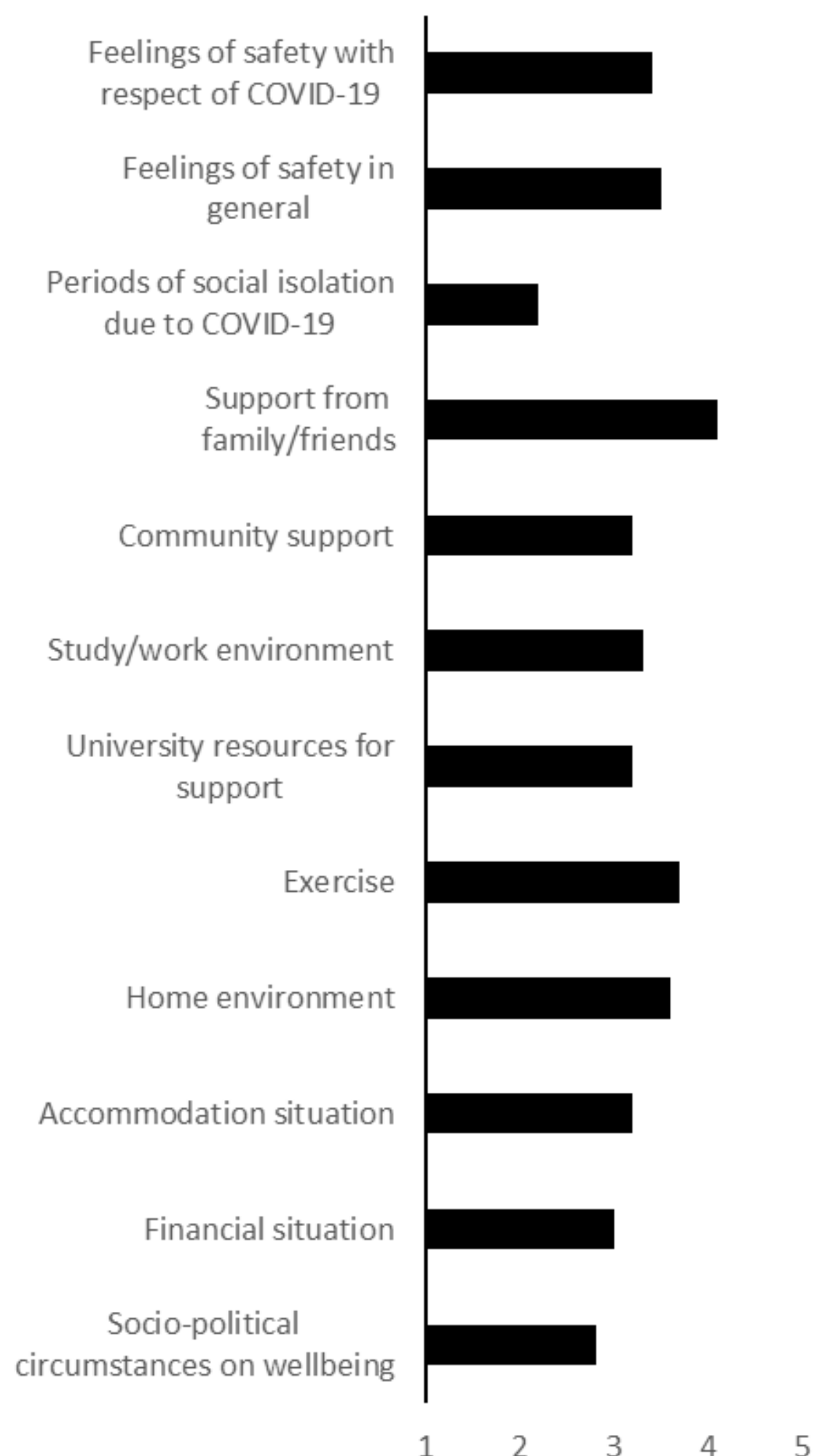
These results are the same as the results from the first questionnaire, further supporting the importance of in-person tutorials, seminars, and labs.

# ASPECTS OF WELLBEING

Unsurprisingly, students found periods of social isolation due to COVID-19 difficult (Fig 3).

Support from family/friends and exercise were rated very positively; this result was mirrored in the 2020-2021 questionnaire findings.

Fig 3: Student Satisfaction Ratings of Factors Related to Wellbeing



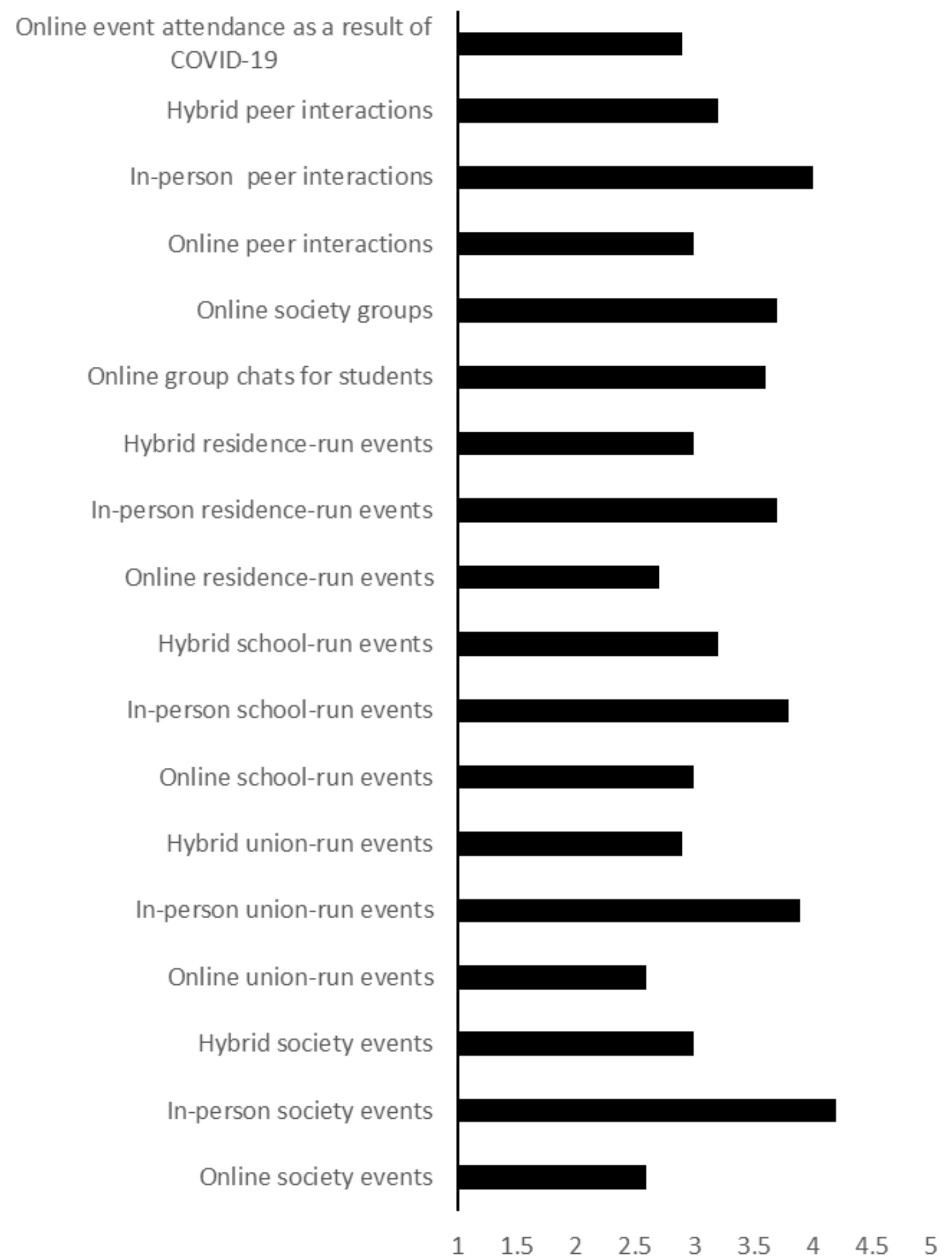
Key: 1 = Extremely Dissatisfied, 3 = Neutral, 5 = Extremely Satisfied

# SOCIAL ENVIRONMENT

Student feedback for social environments depicted a preference for in-person social activities (Fig 4).

Online group chats for peers and societies were highly rated again in this questionnaire, similar to the findings in 2020-2021.

**Fig 4: Student Satisfaction Ratings of Social Environments/Interactions**



Key: 1 = Extremely Dissatisfied, 3 = Neutral, 5 = Extremely Satisfied



## GOING FORWARD...

- We will continue to advise the University about teaching and learning practices based on our findings.
- A third questionnaire will collect feedback on student experiences of the return to in-person learning in Semester 1 of the 2022-2023 academic year.
- With this new questionnaire, we hope to elaborate on our original aims and expand them to include relevant changes to the current learning environment in St Andrews.

**A massive thank you to everyone who participated in our first and second questionnaires and keep an eye out for our upcoming one!**