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

- Feelings of safety in in-person settings
- Ability to study hybrid-style
- Ability to study fully in-person
- Ability to study fully online
- Online reading lists
- Online learning materials
- Feelings of identity/belonging within University
- Feelings of identity/belonging within school
- University resources for academic support
- Hybrid group work
- In-person group work
- Online group work
- Function of devices/wifi/online platforms
- Online exams
- Schedule flexibility
- Accessing library resources
- Hybrid labs/practicals
- Hybrid seminars
- Hybrid tutorials
- Hybrid lectures
- In-person labs/practicals
- In-person seminars
- In-person tutorials
- In-person lectures
- Recorded labs/practicals
- Recorded seminars
- Recorded tutorials
- Recorded lectures
- Live online labs/practicals
- Live online seminars
- Live online tutorials
- Live online lectures

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.

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.
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.

**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!