



# The expanded role of educators: Findings from adult learners' perception of online learning study

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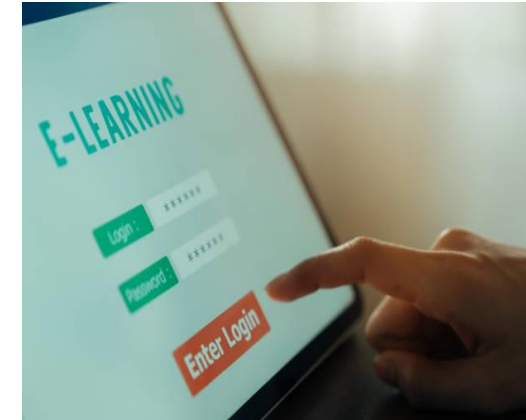
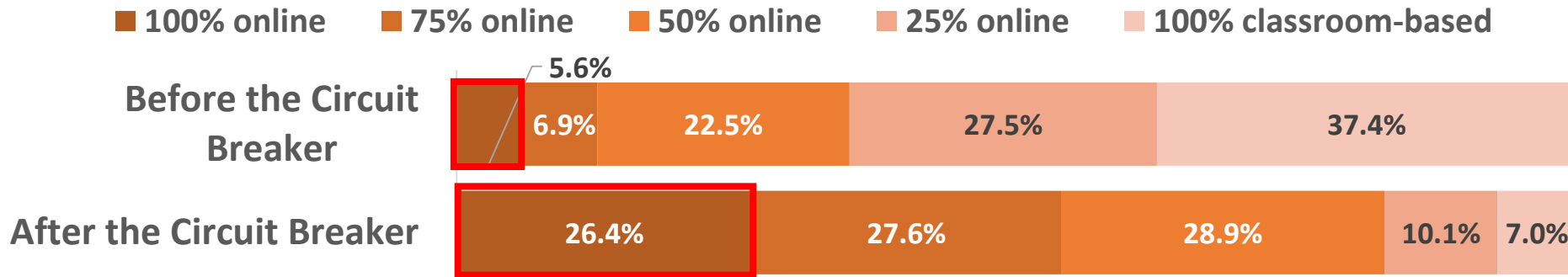
# About the research

- A mixed method research to investigate Singapore's adult learners experiences with transitioning to full online learning as a result of COVID-19 pandemic
  - Collected over 1,300 survey responses
  - Four focus group discussion
  - 15 one-to-one interviews



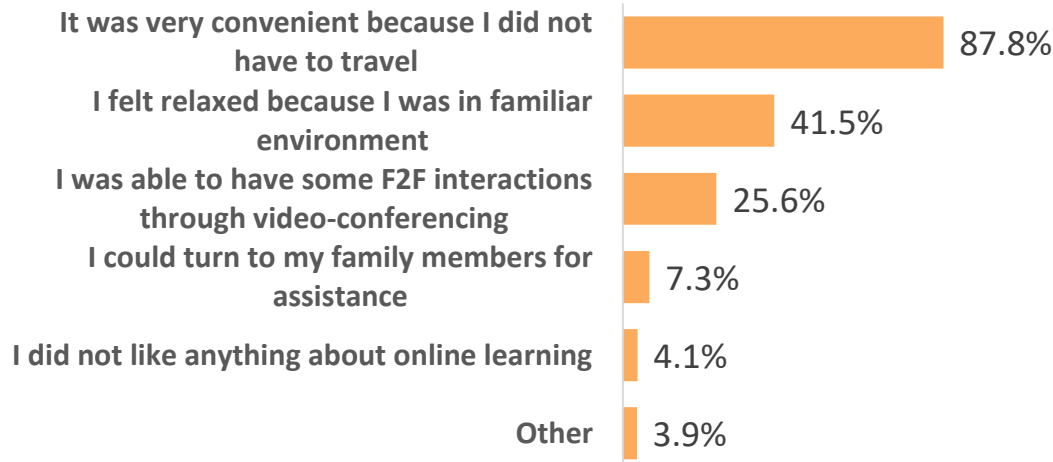
# Findings

## Preferred mode of learning



## Fourfold increase in preference for 100% online learning

### Benefits of online learning



“... I appreciate the online part because **it saves commuting time for me, which otherwise would be really just so inefficient....** I remember like just staying there sometimes till 10, 10.15, then looking for cab. Reaching home by like 11. And you know, sleep by 12. And then the next day, it's like a regular work day, back to work.”

“...the journey going there and coming back home is three hours, and actually that's my three hours lesson. So, the good thing is I save the time, **instead of travelling, I can relook at the lecture and then do my own self-study.**”

# Findings

## Top 3 General Concerns (Overall)

1. Lack of interactions among classmates (51.0%)
2. Lack of interactions among learners and facilitator / trainer / lecturer (43.0%)
3. There are many distractions from familial environments (33.7%)

**What roles educators play to help learners to overcome these challenges?**

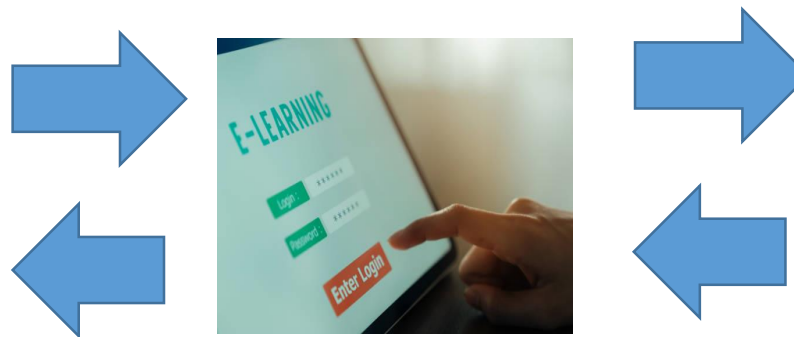
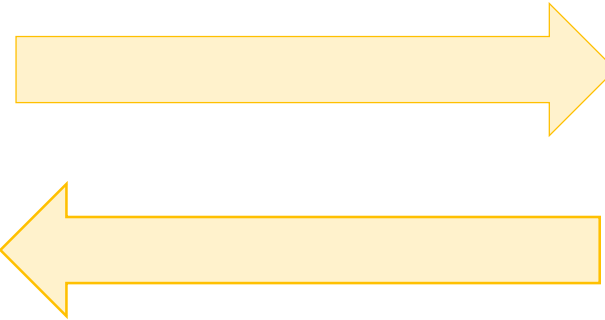


## Top 3 Technological Challenges (Overall)

1. Screen fatigue (68.1%)
2. Adequate digital replacements for face-to-face collaboration tools (26.7%)
3. Instructor's discomfort or lack of familiarity with required technologies or applications (25.8%)

# Online learning: What is expected of an educator?

## From the learners' perspective



- Lack of familiarity with technology
- Content dump
- Insufficient resources

- Lack of engagement
- Lack of familiarity with technology
- Distractions
- No support

# Online learning: What is expected of an educator?

## From the learners' perspective

### Familiarity with the use of applications used for teaching

"...she (lecturer) had some technical issues and so we ended up, you know, **extending the class for about 30 to 45 minutes** beyond the time to make up for the time loss during the technical difficulties themselves."

"They didn't realise how boring our talking head is. And they **didn't realise that Zoom has a lot of functions.**"



### Engage the learners

"...the facilitator really kind of **makes or breaks the course. If they're engaging or not.**"

"...no one-way communication in the classes throughout. It **wasn't just one person doing all the talking.** They engaged, they asked questions, they invited questions. And there was **always a back-and-forth conversation** going. So everybody was kind of engaged in it"

### Provide support to build learners' confidence

"...I gave a feedback, and I got a – **almost a next-day response** from the instructor or the organiser about the content, hence I can proceed more confidently."

"...**build the confidence that I'm not learning alone,** it's not a self-run software with no human behind it."  
"

"...it started off right off the bat, we **had a tutorial for Zoom, which none of us are familiar with until then**"

### Cater to the needs of learners

...online lecture is three-hours long. I feel, like, a good time would be when— **one hour of lecture and maybe, one hour of discussion, and then maybe back to lecture** because if you—it's very hard to concentrate a full three hours. It's really very, very draining"

"... allow the students to just **input all the questions into a list that they have and we address it at the end of the class** ... instead of having them type in the message tab because sometimes they may miss some messages.

# Online learning: What is expected of an educator?

From the learners' perspective



**Tap on the technologies available**

**Educators to come together and share their experiences, learn from each other**



**Additional support for learners (pre- and post- lesson)**

**Provide for shorter sessions. Make use of asynchronous mode... more of educators time to prepare for the course**



**ASYNCHRONOUS  
LEARNING**



Thank you