Studiosity

How it affects you and its implication on academic support services in Flinders
Student Learning Centre Services

• Drop-in Centres – Central Library (Learning Lounge) and Sturt Library
• Extended consultations
• Skype consultations
Student Learning Centre Services

• Drop-in Centres – Central Library (Learning Lounge) and Sturt Library
  • Approx 20-30 minutes
Student Learning Centre Services

• Extended consultations
  • Approx 50 minutes
  • By referral
  • Resubmission or failed assignment
Student Learning Centre Services

- Skype consultations
  - By referral
  - Approx 50 minutes
Studiosity – How it started

• Mid 2017 – Idea conceived by Prof Michelle Fleming (PVC Student Life)
• 4 September 2017 - YourTutor demonstration
• 14 December 2017 – Agreement signed 85,000 minutes (YourTutor → Studiosity)
• 1 January 2018 – Launch
What is Studiosity?

**Draft Assignment Feedback**
- Two assignments/week (max 1500 words/assignment)
- Feedback in 24 hours
- 2 separate assignments once, or a single assignment twice a week
- English specialist (comments, suggestions and encouragement)

**Connect Live**
- Two live chats/week (approx. 20 minutes each)
- 2.30pm to 11.30pm Sunday to Friday
  - English
  - Maths: General, Intermediate, Specialist/Extension
  - Economics
  - Accounting
  - Commerce
  - Study Coach
  - Statistics
  - Science: Biology, Chemistry and Physics

Access: OKTA portal or FLO
How to access Studiosity?
Initial reactions

- **Cautious** (are 3rd party support services as good as existing services?)
- **Concern** (how will it affect existing SLC services?)
How did Studiosity do?

Writing Feedback Engagement

- Submissions: 4,493
- Minutes: 81,885

Connect Live Engagement

- Sessions: 619
- Minutes: 14,220

Capacity used 80%

total minutes 96,105 of 120,000

Our forecast was 87%

As of 21 Oct 2018
How did Studiosity do?

Monthly engagement and forecast

Minutes served vs available

As of 21 Oct 2018
Did our students like it? **Writing Feedback**

**Student experience**

*Writing Feedback - user satisfaction rating*

- Extremely satisfied ~ 72%
- Somewhat satisfied ~ 19%
- Neither satisfied nor dissatisfied ~ 3%
- Somewhat dissatisfied ~ 2%
- Extremely dissatisfied ~ 1%

- Percentages may not equal 100% due to rounding.
- Average return time: **18 hours**

As of 21 Oct 2018
Did our students like it? Connect Live

Connect Live - user satisfaction rating

- Extremely satisfied ~ 50%
- Neither satisfied nor dissatisfied ~ 8%
- Somewhat satisfied ~ 26%
- Somewhat dissatisfied ~ 7%
- Extremely dissatisfied ~ 6%

- Percentages may not equal 100% due to rounding.
- 75% of your students connected in **under 5 minutes**

As of 21 Oct 2018
What about your college?

Writing Feedback usage by faculty

- College of Education, Psychology and Social Work: 29%
- College of Business, Government and Law: 12.2%
- College of Humanities, Arts and Social Sciences: 11.8%
- College of Medicine and Public Health: 6.1%
- College of Nursing and Health Services: 35.8%
- College of Science and Engineering: 5.2%
- 0.1%

Connect Live usage by faculty

- College of Education, Psychology and Social Work: 19.4%
- College of Business, Government and Law: 15.3%
- College of Humanities, Arts and Social Sciences: 9.5%
- College of Medicine and Public Health: 10.5%
- College of Nursing and Health Services: 33%
- College of Science and Engineering: 11.8%
- 0.5%

As of 21 Oct 2018
Who is using Connect Live – Year Level

Connect Live usage by year level

- 1st Year Undergraduate 40.9%
- 2nd Year Undergraduate 23.6%
- 3rd Year + Undergraduate 10.3%
- Pathway Program / Certificate / Diploma 2.7%
- Post Graduate 21.6%
- Honors Year 0.8%

As of 21 Oct 2018
Connect Live – What do students use it for?

Connect Live subject area breakdown

- English & Writing 66.6%
- Maths 4%
- Business 1.3%
- Science 20.3%
- Essential Skills 7.8%

As of 21 Oct 2018

- English writing was the most active subject in this period with 70% of engagement.
- 14% of engagement came from Science.
Who is using Writing Feedback

- Year Level

Writing Feedback usage by year level

As of 21 Oct 2018

- 1st Year Undergraduate 43.2%
- 3rd Year + Undergraduate 12.3%
- Pathway Program / Certificate / Diploma 2.3%
- 2nd Year Undergraduate 15.3%
- Honors Year 1.1%
- Post Graduate 25.7%
Writing Feedback – What do students use it for?

Writing Feedback document type breakdown

- Case study: 20.4%
- Essay: 43.1%
- Other: 25.4%
- Speech: 0.3%
- Scientific report: 6.5%
- Text analysis: 3.1%
- Business letter: 0.8%

As of 21 Oct 2018
When do students use Connect Live?

Connect Live engagement by time of day

As of 21 Oct 2018
When do students use Connect Live?

Connect Live engagement by day of week

As of 21 Oct 2018
When do students submit for Writing Feedback

Writing Feedback engagement by time of day

As of 21 Oct 2018
When do students submit for Writing Feedback

Writing Feedback engagement by day of week

As of 21 Oct 2018
Positive Student Feedback

Saturday, October 6, 6:13 PM • Other

I really appreciate your feedback, pointing out essential points which I had made mistakes on or overlooked. Furthermore, the English grammatical, punctuation guide, by use of everyday examples, was very clear, practical and very helpful. THANK YOU VERY MUCH FOR YOUR TIME AND GUIDANCE

Sunday, October 7, 11:12 PM • Other

Such a quick turn around handed it up before I went to sleep at 11pm and had it back by 8am when I woke up! :)

Monday, October 1, 11:46 AM • Case study

This service is a fantastic tool for all university students. The ease-of-use and the quickness of receiving back a submission is wonderful.

Friday, October 5, 3:01 PM • English

They were incredibly helpful and have allowed me to step back and review my work more thoughtfully. Great service :)

Wednesday, September 5, 11:10 AM • Essay

This feedback is very useful and I appreciate very much to have been provided with the examples, it is really really helping me understand the rationale, and really make a difference to how I felt in general of my understanding.

Wednesday, September 12, 7:30 PM • Other

I’m 27 and dropped out of school in yr. This was my very first assignment. I don’t know what I would have done without this service. Constructive criticism and even comments on what I did well. Love it. Thanks so much!
Negative Student Feedback

Thursday, October 4, 6:05 PM • English
she's too slow, aggressive and helped a bit. I have to repeat myself a couple of times to get the message across to her. She asked a lot of dumb questions and tried to ignore my questions.

Wednesday, September 5, 12:02 PM • Text analysis • ✔ QA reviewed
It wasn't good feedback at all, very short and was barely helpful. Not impressed sorry and didn't help me improve at all.

Saturday, August 18, 7:08 PM • Other • ✔ QA reviewed
This is a very poor correction experience from Studiosity this time - a waste of time.

Sunday, August 19, 6:08 PM • Other • ✔ QA reviewed
completely different advice given about referencing than what was given by a tutor. Do they know it is Harvard referencing?

Friday, September 21, 3:59 PM • Essay • ✔ QA reviewed
the feedback too general, for example; it only states 'revising your use of tense here will help it to remain consistent throughout your assignment'. For this such feedback, I find it very confused as I don't know what will be the correct tenses should be inserted (if I do know, I would make a mistake). I think it is better to say like this "consider revising the tenses to simple present/present perfect, etc", or "the noun should be plural" rather than saying "ensure that you are using correct words for each context".
Former British Child Migrants and Social Context Theory

Studying in social work is one of my valuable choices in my life. It brings to me unpredictable lessons that I have never thought it could happen in the real life. In particular, five incredible stories of the former British child migrants taught me about how social worker worked on those days with child migrants. [In addition, extensive readings could help me know how to apply theories to real situations effectively. [This properly joins your topic and theories together in a sentence.] To the begin with, stories from five courageous woman indicated two things that I can learn about those who worked on social work during that period times. [Consider phrasing this as "those time periods" to help with the formation of the phrase.] The first thing is deep hurts and informational untruths caused by general assumptions that social workers used to believe in when working with their clients. Based on these unreasonable assumptions instead of listened carefully [Consider another form of "listened" that could be more effective in the grammar of this sentence.] from main characters, those social workers identified uncarefully and analysed incorrectly the problems happened to child migrants. Specifically, on a Bridge’s story, when she had been living with her foster mother who had a breakdown, however, a Welfare officer once brief visit recorded that her foster mother was ill and would not cope only on that day. On Margaret’s story, when she did work as a cheap child labour in a family and did not have time for communicating with Welfare and social worker, instead, the Welfare workers just came, checked thoughtless about her life and then reported that she was living with a family. Or negligence of social workers also showed on Sylvia’s story, she begged the Welfare workers and policemen in many difference ways after she was abused, in contrasts, advice to be a good girl was all that she got back from authorities. Moreover, Sylvia’s story about being sexual abused by a priest who was highly respected by public that still was not listened by the nuns, other priests, and social workers who were considered to play the role of protecting child migrants carefully on those days [(Bridget Claire Boyd, Margaret Attard, Maureen Byles, Pat Carlson, Sylvia Randall, Dr Carol Irizarry, Cr Efly Kleanthi, 2004) [When having six or more authors, APA requires you to use "et al.," instead of listing all of the names past the first one.]. As a result, these immoral, irresponsible and incorrect reports of social workers indirectly caused mental and physical damages for child migrants. The second thing is a lesson about extraordinary spirit and constant effort of Bridge, Margaret, Pat and Sylvia to find out successfully their roots in England without helping or indiscreet involvement of social workers. [This is a clear segue into a new section of your topic.] As Bridge considered that there was nobody there to help her in the case of her mother, she finally discovered her family by her own effort (Bridget Claire Boyd, Margaret Attard, Maureen Byles, Pat Carlson, Sylvia Randall, Dr Carol Irizarry, Cr Efly Kleanth, 2004). [That are real lessons [Consider another word that is plural to work with "are" here in place of "That".] I would learn about the negligence of social workers in support their clients and strong spirit of five women to find out the truths by truly working with all warm hearts and enthusiasm.
Your structure is organized for the most part, and I assumed that the paragraph breaks within the body connected to your main three questions that you included in your comment. I just noted a spot where you could format a citation use better within the structure of the sentence as well as one spot where you could look bit more at your concluding sentence.

Your choice of language is effective for the most part in your essay, which is great to see. I did note a few issues with some word form as well as word order that could be addressed to help with choice of language overall.

Your spelling and grammar are off to a good start in many parts of your essay as well. I did note a few spots where you look at word form in terms of grammar, spelling and one issue with number agreement.

Your APA referencing is off to a good start in both your in-text and Reference list citations which is really good to see. I just noted some inconsistencies that could be addressed to make it stronger overall.

Structure

Your structure is organized for the most part with your writing, especially with your helpful explanation of it serving as responses to questions. I just noted a few things that could be helpful to making it even stronger.

For example, I noted where you could take another look at "The reading of Culturally competent practice: A framework for understanding diverse groups and justice issues, especially in chapter two: Social context brief me fully on idea about social work.". Within this you are citing are resource. Consider adapting the phrasing to help indicate that you are talking about it specifically. The formatting should always indicate that you are properly introducing and referencing a citation this way. This can be done with phrasing as well as capitalization and formatting.

I also highlighted your summary sentence to Question 3 where you could look at connecting it more to the first sentence. By doing this, it will properly end the answer to the question in a succinct way.
What does this mean?

• Inclination among some students for online support as opposed to F2F
• Need for thorough study of online services in Flinders – quality and how to improve
• Students and their preferences (mode of study support, interaction, demographics, help seeking behaviour) – changing?
• Is it necessary to bring students back to the university? If so, why and how?
How can it help academics (and students)?

- Refer students who have been identified as at-risk and/or need academic support.
- Encourage students who are not proficient in English language to seek academic support through SLC Learning Lounge/Sturt or Studiosity.
- Refer students who have difficulties travelling to university to seek support.
- Suggest it as a form of support for socially shy students.
How can you encourage students to use Studiosity?

• Insert link/description about SLC Learning Lounge/Sturt support services and Studiosity in FLO
• Explain SLC Learning Lounge/Sturt support services and Studiosity during orientation and first lecture in Week 1
• Encourage students to visit SLC Learning Lounge/Sturt support services and Studiosity in assignment instructions/descriptions
• Suggest LL/Sturt and Studiosity for resubmission support
• Encourage students who have poor fundamentals to chat with Studiosity advisors (English, Maths: General, Intermediate, Specialist/Extension, Economics, Accounting, Commerce, Statistics, Science: Biology, Chemistry and Physics)
Since we started using Studiosity

- **16 September 2018** – Hit 90% of 85,000 minutes
- **21 September 2018** - Bought extra 15,000 minutes (maximum 100,000 minutes)
- **12 October 2018** - Hit 90% of 100,000 minutes
  - **Conclusion 1:** It is very popular
- Learning Lounge visits:
  - 2017, Jan 1 to Oct 16: 4188 visits
  - 2018, Jan 1 to Oct 15: 4525 visits
    - **Conclusion 2:** It’s popularity did not affect F2F LL consultations
Future plans?

• Increase minutes → unlimited?
• SLC Learning Lounge – work with Studiosity feedback?
  • Studiosity → improve readability
  • LL → in-depth expert support == understand recurring mistakes, how to improve, working with assignment instructions and rubrics → scaffolding learning and teaching.
• Customise Studiosity:
  • Integrate local support and services– counselling etc.
  • Integrate local guides and materials
  • include into data management/analytics systems → at-risk?
Thank you