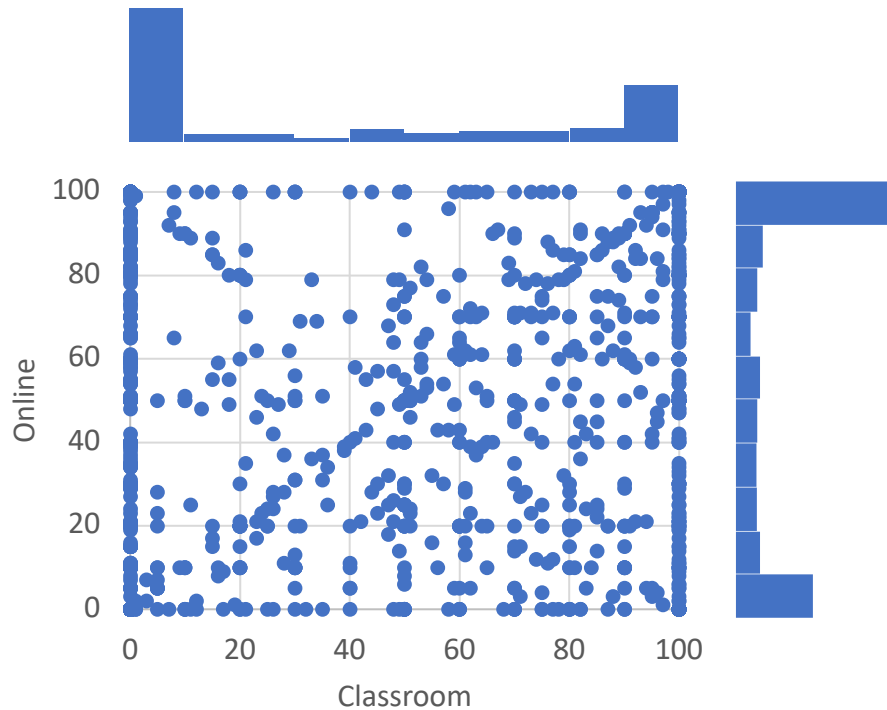


A model for student emotions in tutorials,
accounting for online or in-person contexts and
a diversity of student dispositions and experiences

Peter B. Johnson and Kate Ippolito
CHERSNet 29/9/22

Attendance depends on mode

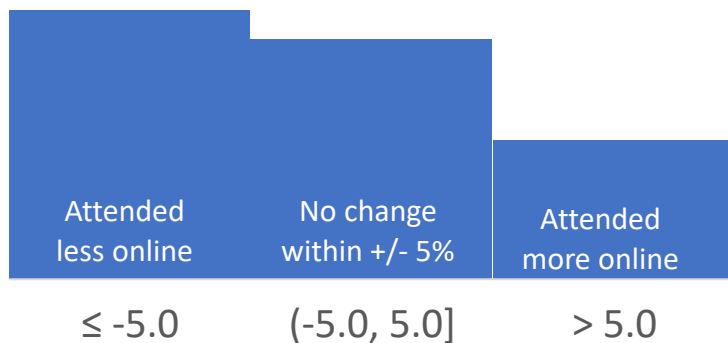


2021 FoE tutorial attendance (n=1610)

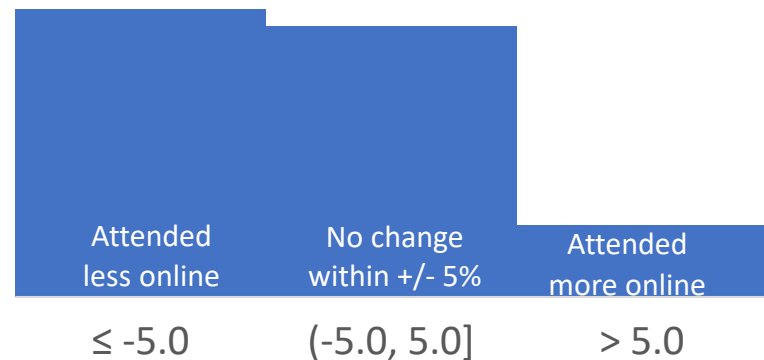
Note: overall 'preference' for classroom vs online (75%), but attendance (plotted here) shows diverse behaviours.

What is the student experience?

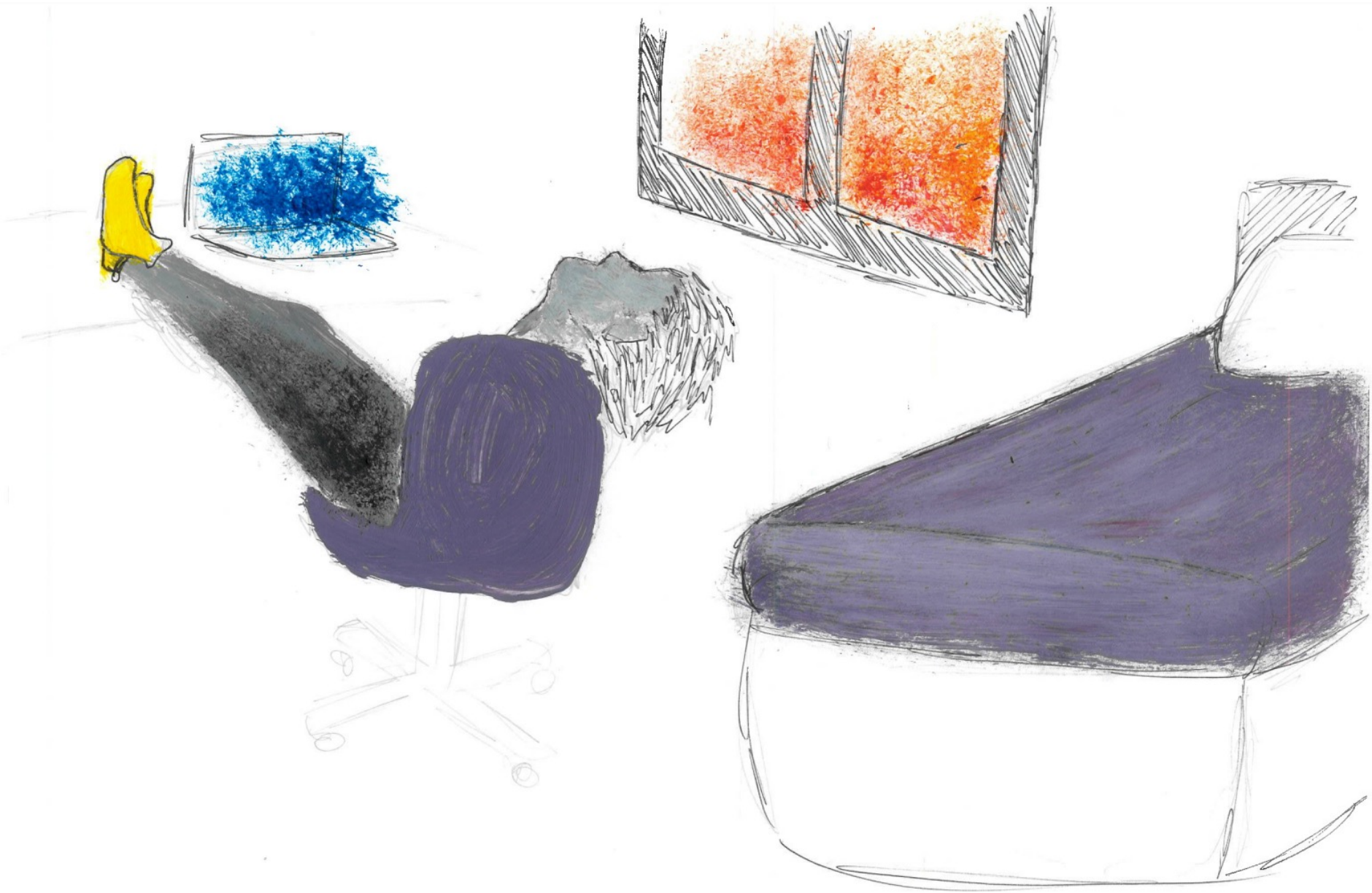
2021 ME tutorial diff



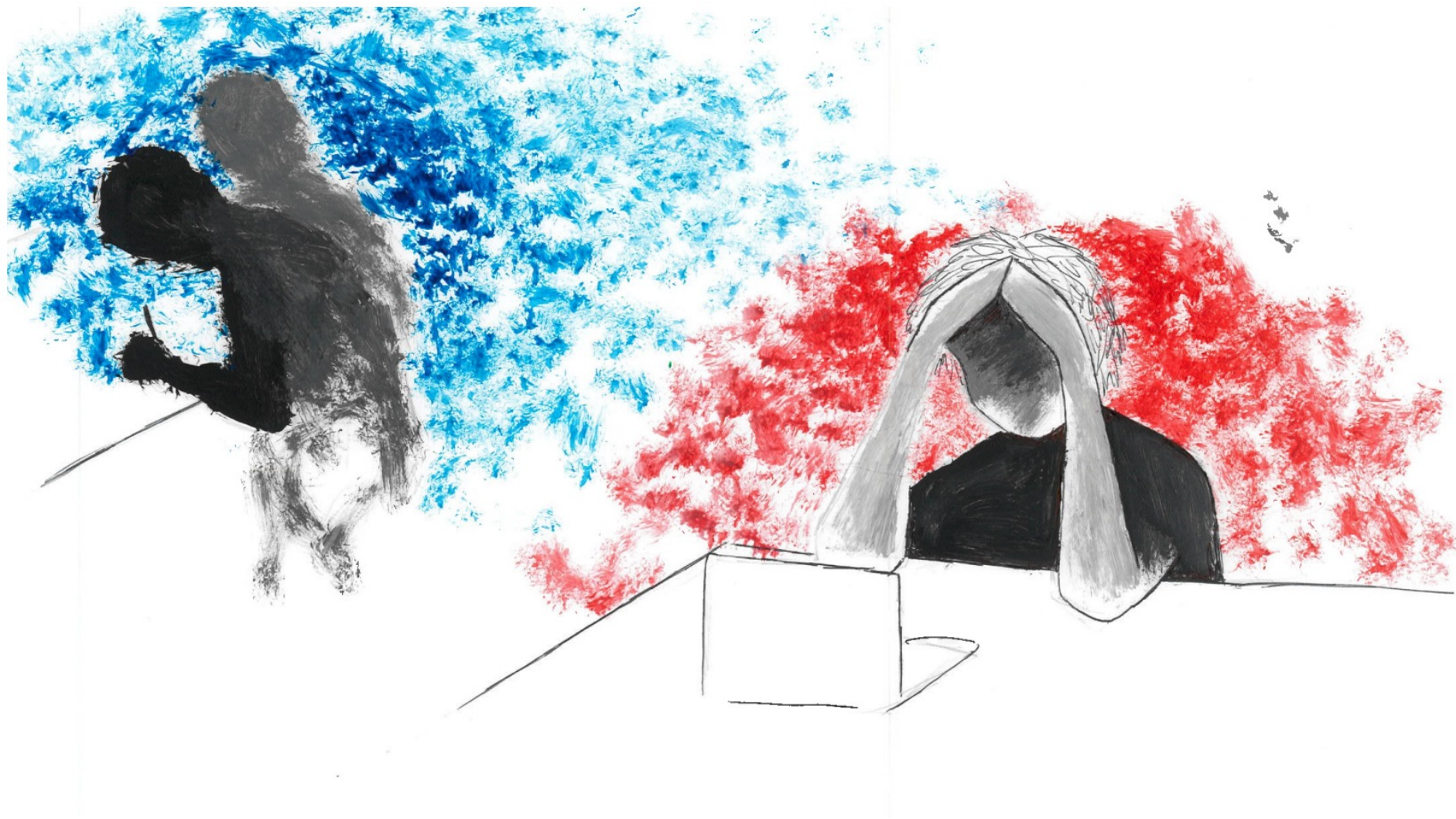
2022 ME tutorial diff



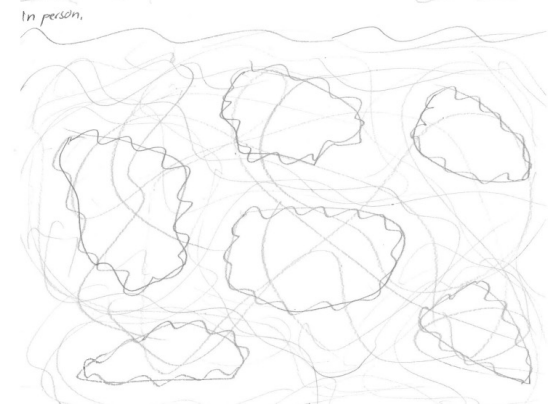
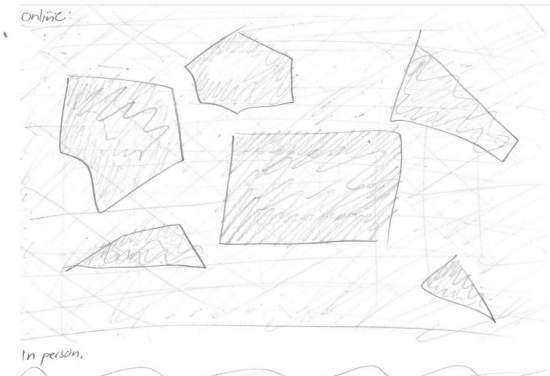
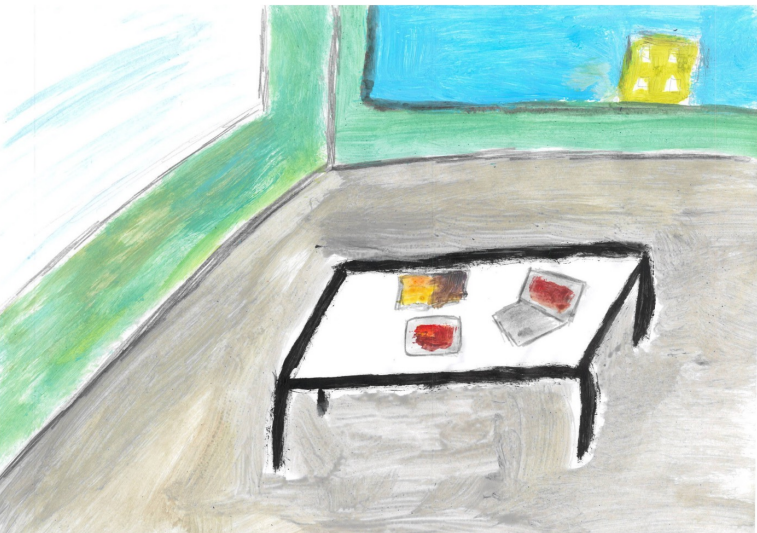
‘Attending’?



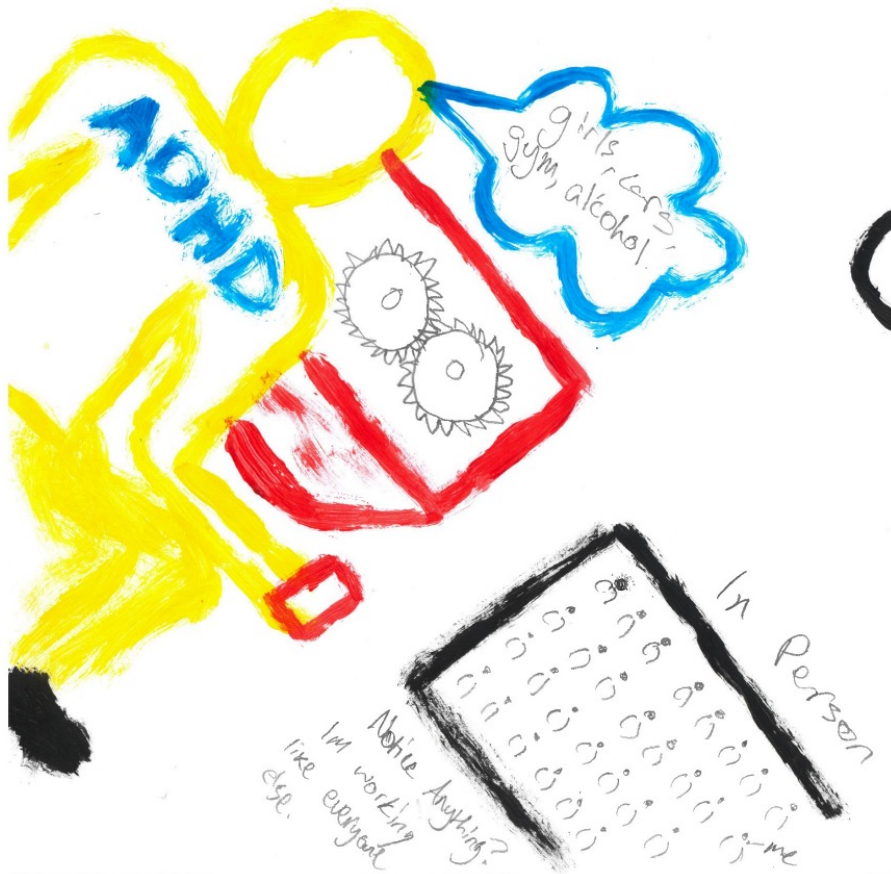
Attending?



Same preference – same reason?



Same category – same experience?



Emotions

- Emotionally rich; profoundly diverse
- Which emotions do they experience?

		Online								In-person								
		Maria	Simon	Jay	David	Amy	James	Helen	George	Maria	Simon	Jay	David	Amy	James	Helen	George	
Outcome	Prospective	P + 1								+	+		+					Joy
		P + 2												+				Hope
		P + 3											+					Hopeless
		P - 1											-	X		-		Relief
		P - 2											-	X		-		Anxiety
		P - 3	-		-				-				-	-		-	-	Hopeless
	Retrospective	R + 1								+	+		+	+				Joy
		R + 2											+					Pride
		R + 3											+				+	Gratitude
		R - 1			-			-					-			-		Sadness
		R - 2			-			-										Shame
		R - 3	-		-								-	-		-		Anger
Activity	A +									+	+		+		+		+	Enjoyment
	A -	-		-									-	-		-		Anger
	A X	-		-		+			-				-	-	-	-	-	Frustration
	A 0		-			-	-	-										Boredom
Overall		-	-	-		-	0	-	0	+	+	+	+	+	0	-	0	

Identifying Pekrun's
'achievement emotions'

Positive

+

Negative

-

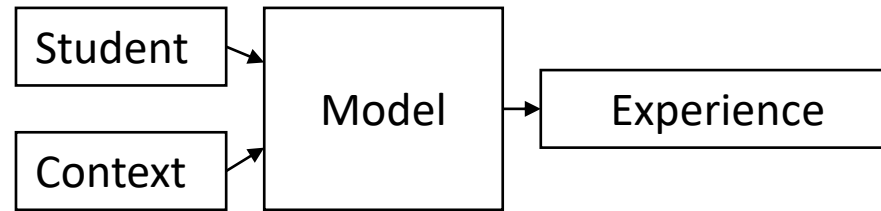
Both

X

Neutral

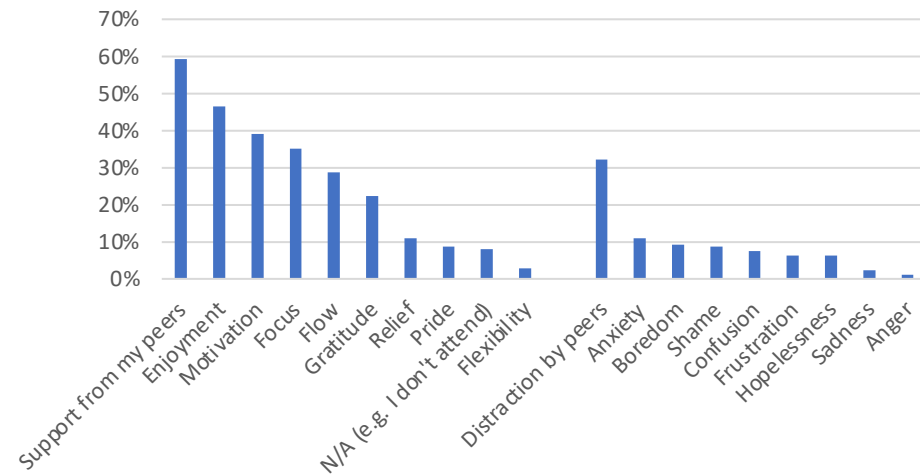
0

A model

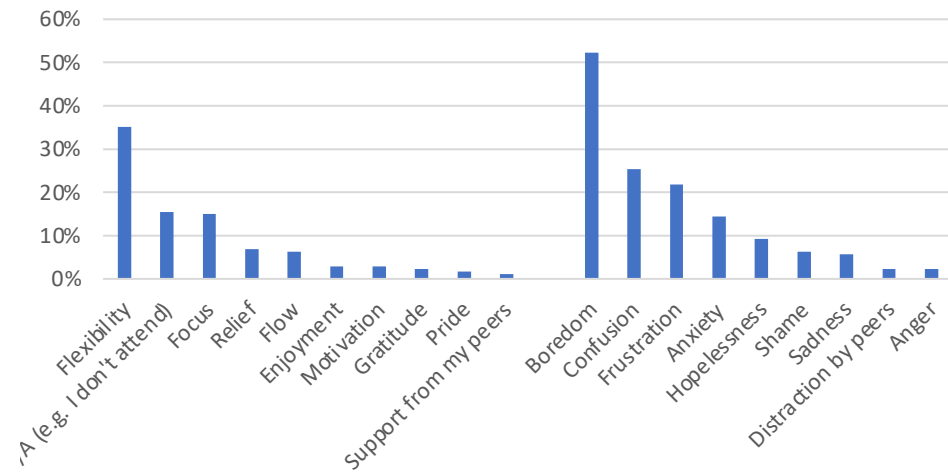


	Pros	Cons
In-person	Social support (Enjoyment, gratitude, flow)	Distraction, poor use of time (Frustration)
Online	Access, focus, flexibility. (Relief)	Disengaging, lonely. (Frustration, anger, boredom, hopelessness)

In-person



Online



Survey: n=174, conducted summer 2022 (after MEd).

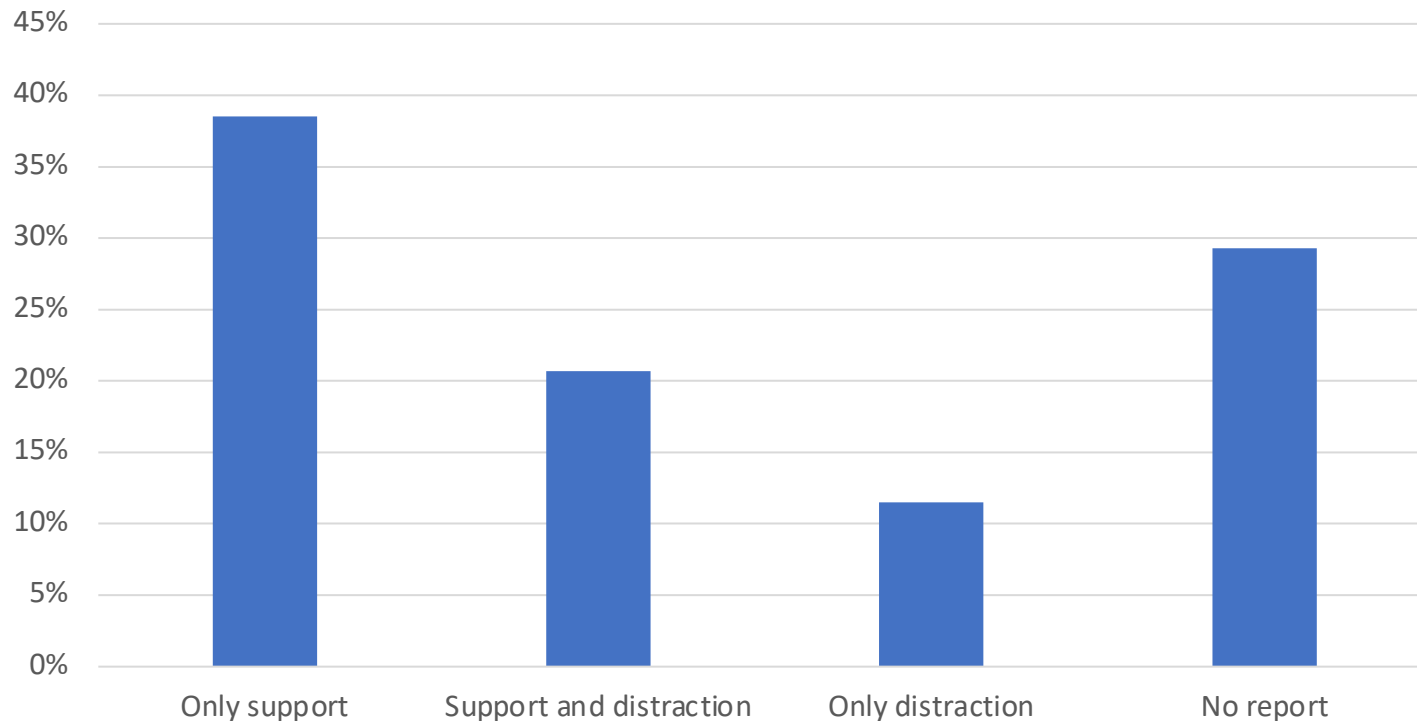
Conclusion

- Within-participant study accounting for diversity
- Qualitative arts-based research for insight
- Model for key emotions in different modes
- Quantitative ‘validation’ of the model
- Future work
 - Use in practice
 - Refine the model and its use

Detailed version:

[https://teachingengineers.wordpress.com/2022/08/15/
online-vs-in-person-the-student-experience-of-tutorials-in-engineering-dissertation/](https://teachingengineers.wordpress.com/2022/08/15/online-vs-in-person-the-student-experience-of-tutorials-in-engineering-dissertation/)

Backup – peer support/distraction

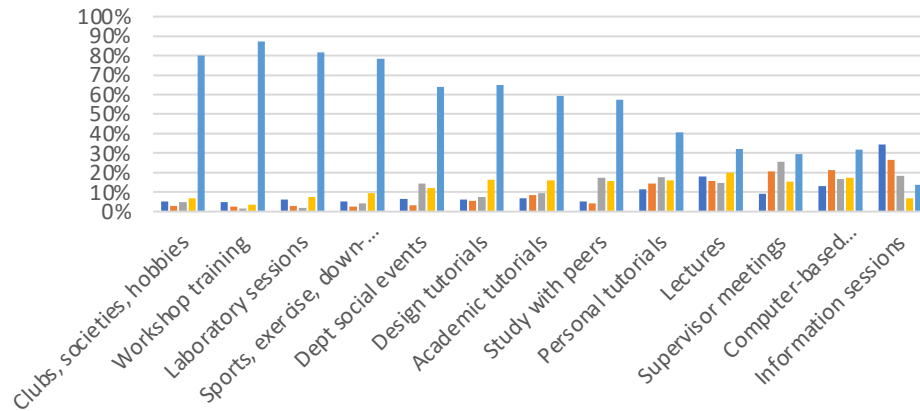


For those who mentioned peer distraction and/or peer support.

Preferences

Even when in-person is an option, the following are better online
(strongly agree/agree/neutral/disagree/strongly disagree)

2021



2022

