



Your learners' reactions to online learning – checklist

Question	Rationale behind question	Action planning notes
Can your learners reasonably be expected to gain sufficient access?	This is particularly crucial when large groups are involved. Could lack of access to essential resource materials be cited as grounds for appeal by learners who may be unsuccessful when assessed on what is covered by the resource material? This particularly applies to information technology laboratories and personal computers, when they play an important part in flexible learning delivery. Are part-time learners disproportionately disadvantaged in terms of information technology access?	
What alternative ways are there for learners to learn the topic concerned?	What complementary ways are there in which learners can combine other ways of learning the topic with their learning from the resource material in question?	
Will the resource material or medium be equally useful to all learners?	Will there be no instances of disadvantaging of, for example, learners learning in a second language, mature learners, learners who aren't good with computers, and so on?	Continued ...





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... continued

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<p>What additional key skills outcomes will learners derive from using the material?</p>	<p>For example, learners using online learning will be developing 'managing own learning', 'time-management', and 'computer literacy' skills, among many others. Are these outcomes assessed? Could they outweigh the <i>intended</i> learning outcomes?</p>	
<p>Could learners feel vulnerable, exposed, or even scared at not having a human face there when they're tackling difficult ideas?</p>	<p>Although it is possible to have the human face (and indeed the human voice) captured into online learning resources, it can't be done spontaneously in the same way as happens in face-to-face training sessions. Learners may sometimes wish to stop and ask, but there will be no-one there at that moment who can give explanations, reassurance and advice.</p>	

