Social interaction, online access and attendance on taught programmes: a cross-disciplinary student perspective

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Rationale and research question

- **Rationale**
  - Students undertaking professional qualifications: radiography and teaching
  - Physical attendance → professional development
  - No previous study about KU student attendance

- **Which factors affect student attendance?**
  - 2nd year radiography and education courses
Steps

- Literature review on factors fostering or inhibiting student attendance (February 2015)
- Designing the online questionnaire using SurveyMonkey (September 2015)
- Piloting the questionnaire (October 2015)
- Administering the questionnaire (November-December 2015)
Literature review - 1

• **Education Research Complete (EBSCO)**
  - 2005-2015
  - Peer review journals only
  - Full text

• **BOOLEAN**
  - Absenteeism AND (higher education OR college OR university)
  - Student attendance AND (higher education OR college OR university)
Literature review - 2

- **Total:** 804
- **First selection:** 115 (Abstract, eliminating doubles)
- **Selected:** 94

- **Reasons for discarding articles:**
  - Not higher education (other schools, management, other educational settings - e.g. prison)
  - Not lectures, seminars or tutorial (e.g. counselling sessions)
  - Correlation between attendance and health (asthma or chronic sickness)
  - Attendance/Grade
  - Teachers or other employees’ absenteeism
  - Article not accessible
## Factors influencing student attendance

### Assessment/mark

<table>
<thead>
<tr>
<th>Positive influence</th>
<th>No influence</th>
<th>Negative influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment</td>
<td>50% assignment and 50% exam</td>
<td>Adopting term paper only</td>
</tr>
<tr>
<td>Benefits of class attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penalties</td>
<td>Penalties</td>
<td>Attendance policy is not clear (S)</td>
</tr>
<tr>
<td>Reducing allowable absences</td>
<td></td>
<td></td>
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<tr>
<td>Attendance/mark (S)</td>
<td></td>
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<tr>
<td>Extra credits (S)</td>
<td></td>
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<tr>
<td>Content/Assign (S)</td>
<td></td>
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</tbody>
</table>
Factors influencing student attendance
Notes and technology

<table>
<thead>
<tr>
<th>Positive influence</th>
<th>No influence</th>
<th>Negative influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal notes during exams</td>
<td>• Partial VS full notes</td>
<td>• Lecture notes</td>
</tr>
<tr>
<td>• PPT before lecture</td>
<td>• PPT are not replacements</td>
<td>• PPT/other students (S)</td>
</tr>
<tr>
<td></td>
<td>• PPT/own attendance (S)</td>
<td></td>
</tr>
</tbody>
</table>

Clickers

Reminders

Webcast sessions
Factors influencing student attendance
Teaching style

<table>
<thead>
<tr>
<th>Positive influence</th>
<th>No influence</th>
<th>Negative influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Groups/inclusive teaching style (S)</td>
<td></td>
<td>• Boring, not motivating (S)</td>
</tr>
<tr>
<td>• Tournament style</td>
<td></td>
<td>• Same strategy (S)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No assistance (S)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Test/exam (S)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Handbook only</td>
</tr>
<tr>
<td>Verbal aggressiveness</td>
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</tbody>
</table>
Factors influencing student attendance

Personal/social

- Laziness
- Low motivation
- Tiredness/Oversleeping
- Leisure/Socialising
- Family related obligations
Designing the questionnaire

- Identifying the main themes/factors/ideas arising from the literature reviewed

- Sample: 2nd year, radiography and education courses (we can come back to them later)

- Pilot: 3rd year
Students’ reasons for attending

- Exam/assessment
- Content related
- Lecturer’s relational style
- Personal reasons
- Peers
- Curriculum related
- Other