**Users’ experience of distance courses:** 

**Explaining the users’ perceptions of distance learning**

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(GROUP 20)

Distance learning programs allow greater flexibility of learning. They are often necessary for those who wish to enhance their professional development and/or gain higher-level qualifications while simultaneously working on their daily jobs, especially where desired programs are not offered locally. The research question which this study investigates is, what are the users’ experiences of distance learning? The isolation and lack of feedback experienced by off-campus learners are key issues common to many distance programs. This study examines the students’ experiences of the distance learning and classifies these experiences into positive and negative effects. It suggests solutions for the mitigation of negative experiences. It applies a phenomenological strategy. And a qualitative approach using semi-structured interview questions for the data collection. This research is conducted on students of DSV in Stockholm University. According to the participants, the positive features of distance learning are the team work, flexibility, efficiency, multi-perspective and teacher reachability. But the negative features of distance learning are incoherent communication, time wastage and platform issues.

Key Words and Phrases: Distance learning; distance courses; online education, online courses; thematic analysis; qualitative method; online learning; web based education.

# INTRODUCTION (1-1.5 page)

During the past decade, distance education has dramatically changed the way we learn. Before now, people were educated through structured learning where instructors transmit a piece of knowledge to the students at close-proximity(Gunawardena & Mclsaac). Alternatively, distance education takes the form of knowledge transmission from instructors to students who are located at different locations and time zones. Distance learning is mainly web-based. A web-enhanced digital platform is one in which students can join at anytime from anywhere. The courses are designed for everyone who has been admitted into the class. This allows the instructors and the learners to interact with one another using non-traditional educational delivery platforms such as Moodle (Moodle, 2002), which is an open source learning management system (LMS) developed by Martin Dougiamas in 2002 ( Cole & Foster, 2007). Moodle has helped educators worldwide to establish online courses in a continuous path focusing on the construction of collaborative and interactive learning.

Not only universities utilize the online learning platform for educational purposes. A few institutions such as Coursera, Edx, and Codecademy has created a universal education platform as well, where more and more students who are willing to learn can be admitted. A student can be anyone, who wants to benefit or participate in the distance learning experience ( Caswell, Henson et al., 2008). The increasing participation in distance education implies that existing barriers that obstruct learning are disappearing rapidly, while the service providers focus on the accessibility of high-quality content for instructional and learning experiences.

Distance education students are often separated from the teachers and the institution itself of which learning can take place both individually or in a group without the instructors (Bagriacik Yilmaz, 2019). Distance learning can be blended with the conventional method. The learners utilize ICT extensively for communication between the students and the instructors (More & Kearsley, 2012; Simonson, Smaldino, & Zvacek, 2015). Students are mainly responsible for their learning in terms of defining their own goals, measuring their learning, making study plans and performing the evaluation of their learning (Zhao, Chen, & Panda, 2014).

Various recent studies have been carried out to determine learners' perception of distance learning, e.g. (Jung, 2012). Users’ perceptions of online learning were classified into four distinct but related categories, namely, instructors’ features, social features, instructional features and reliability features (Kaushal, Leon, & Chun-Yen Chang, 2016). Some of the characteristic features with regards to the perception of distance education are quality of interactions, staff support, institutional support systems, trust, learning content (Jung, 2012).

This study is carried out because the quality of distance learning perception is unique to both the institution and its learners (Jung, 2012), therefore, the institution to which this study concerns would like to know how its students have perceived the distance education which it provides to various students of different backgrounds who are located in various parts of the world.

This study will advance our knowledge as follows: e-learning provision is part of service delivery. Since the perception of the quality of a service depends on the consumer of the service (Halvorsrud, Kvale, & Følstad, 2016; Khorshidi, Nikfalazar, & Gunawan, 2016), the knowledge produced in this study, therefore, will help distance education instructors understand how they can better design and deliver outstanding online programs. This study will enrich the literature especially in the field of distance education research. (Bagriacik Yilmaz, 2019).

Baxter (2012) pinpointed that there is a missing research regarding how to better understand the new developments that have taken place in distance education delivery since 2009 till date, in relationship to how to design and deliver effective online education (Baxter, 2012).

## Research problem

Many of the existing universities and other institutions of learning some of which were founded since 2-3 centuries ago are still trying to retain the heritage, prestige they have acquired through the years. For these institutions, the conventional method of teaching which involves a face-to-face teacher versus student interaction is still highly valued. More so, the high ranked institutions are rather hesitant to give up the ego in terms of their perceived values in the society. Therefore opening up their borders to the whole new world of distance learning is so far not resonating well with these institutions.

Nevertheless, lack of resources is hampering the progress that could have been made towards the adoption and implementation of distance learning. E.g. Lack of English-speaking teachers is preventing some potential universities from offering online courses, etc. On the other hand, many universities have fully embraced the so-called distance learning. As such, a lot of courses and programs which were impossible to study in the past due to timing, location or cost, are now being offered as distance courses/programs. But how have the consumers of distance courses perceived the services they are consuming? What are the students’ experiences of distance learning? Has it worked well or are there areas that can be improved? The providers of the distance programs are therefore interested to know the students’ perceptions of the very services they provide to them. A research is lacking with regards to, the need to know all the developments that are going on in the world of distance learning so that distance education providers can leverage on these knowledges to design and deliver a better online education (Baxter, 2012). Problem explication is the first thing to do in a design science method (Johannesson & Perjons, 2012, p. 51). Research need to be justified through the research problem (Randolph, 2008, pp. 17-18).

The problem which current research addresses is a practical problem because this research relies mainly on empirical data. Of course, the primary data is sufficiently supported by the secondary data (literature). Empirical data are information provided by the respondents who described the phenomenon according to how they have perceived it (Adams, Khan, Raeside, & White, 2007, p. 27). The same is used to address the research questions and research aims. Further, the findings of this research offer practical values to the providers of distance courses in terms of looking at ways to mitigate challenges faced by consumers of distance programs

## Aim and research question

The aim of this research is to describe the users’ perceptions of distance learning.

Objectives

1) To classify users’ experiences into positive and negative experiences

2) To suggest possible solutions to mitigate negative experiences

In a scholarly study, research objective(s) are the crucial items which tell what will be done to respond to the research aim(s) (Göran, 2012, p. 53).

Research Question

The main research question for this study is: what are the users’ experiences of distance learning?

Research sub-question

SQ1. What are the users’ positive and negative experiences of distance learning?

SQ2. What are the possible solutions to users’ negative experiences of distance learning?

Göran (2012, p. 53) suggested that research questions reflect what was stipulated in research objectives.

# METHOD AND DATA (2-3 pages)

Distance education at universities has grown over the years to become one of the most popular ways for international students to pursue a Bachelor’s or Master’s degree. This includes a diverse audience of learners from busy adults looking to upgrade their career, stay at home mothers, as well as young people who want to study abroad but can’t afford it. This modern way of learning makes us more curious to know about the users’ perceptions of distance learning. In this part shows the research strategy, data collection method, ethical considerations and analysis method which have been chosen for this research. In general, there are many research strategies which help to reach the aim of research question like surveys, case studies and experiments (Denscombe, 2014). There are two ways to structure the collection and analysis of the data obtained from different sources quantitative and qualitative research. A quantitative way is used to collect much amount of data while qualitative research cares about the quality of data. For this research, the qualitative research method using semi-structured interview is used because this is about the students’ experiences of distance learning, the positive and negative issue and suggest possible solutions to make it better. As a phenomenological study, interviews have been used for data collection for this research because they are suitable and feasible for the DSV students.

**Research strategy**

As it is mentioned before phenomenology is used as research strategy for this research because it suits for the situation. A Phenomenological study describes a personal experience (Denscombe, 2014, p. 19). It means focusing on few participants and get the qualities of data by using qualitative research way. Also, it is feasible to implement on DSV students who have online courses. By using this strategy, the researcher devotes all his or her efforts on the collected data, there is obviously far greater opportunity to delve into things in more details and discover things that might not have become apparent through more superficial research (Denscombe, 2014, pp. 19-22). Furthermore, this strategy is very good because it allows using variety of sources to make sense of variety of data sets (Denscombe, 2014). This study is talking about the distance learning and aims to answer the research question “what are the user’s experiences of distance learning?”

Phenomenology as a research design has many benefits such as, it allows the researcher to deal with the subtleties and intricacies of complex social situations. Also, it is less costly, however a bit more time consuming (Denscombe, 2014). The disadvantages are that the researcher needs to be particularly careful to ally suspicions and to demonstrate the extent to which data are similar to, or contrasts with, others of its type (Denscombe, 2014).

Other research strategy which could be used for this research is survey strategy. It is wide and inclusive coverage, it means the research should have a wide coverage- a breath of view (Denscombe, 2014). This type of strategy is not suitable for this study because the researchers focus on a small group of students at DSV that have experience of distance learning.

**Data analysis**

Thematic analysis method is used to analyze data collected through semi structured interviews. Thematic analysis is performed to identify codes and patterns, categories and themes in the interviews. Thematic analysis is very effective research analysis tool to study meaning, expressions and opinions of the interviewee in semi structured interviews. This study is performed by collecting data through recording of real-life experiences of the interviewees so Thematic data analysis is most appropriate for our study (Braun & Clarke, 2006).

Two different approaches can be used for thematic analysis i.e. inductive and deductive analysis. Themes are extracted directly from collected data in inductive thematic analysis. In deductive thematic analysis, analytical or theoretical interests in the area being investigated is used to derive analysis. (Braun & Clarke, 2006). The selection among two aforementioned approaches depend upon how coded will be extracted. In present study we use inductive thematic analysis and manual codes derivation was used instead of some code extraction tools. According to Braun & Clark (2006) there are six steps to perform thematic analysis. Familiarizing with data is the first step to perform thematic data analysis and then generating initial codes is second step. Relevant data is sorted to search different themes in third step. A more in-depth review of identified themes is performed to refine, divide or scrap themes in fourth step. In next step themes are refined and named to provide clear understanding and definition. In the last step is to prepare report in a detailed and convincing manner. (Braun & Clarke, 2006, pp. 87-93).

**How thematic analysis was performed**

For this research study, the data collection was done through semi-structured interviews which were one of the good approaches to understand feelings, emotions and opinions embedded in the data (Denscombe, 2014). The semi- structured method was used to prepare some questions regarding topic and asked freely from the interviewee where they can explain more about the topic according to their own perspectives. All five interviews were conducted by each group member individually either on skype or face to face and recorded using smartphones. The questions were prepared before conducting interviews and time duration for the interviews varies from half an hour to one hour. While conducting interviews there are chances that a person who is interviewed might be affected by interviewer for instance how the interviewer explained to interviewee, how people might read and what is the overall thinking of the researcher about the topic. According to (Denscombe, 2014), the interviewer should keep in mind that what is the age, gender and ethics while conducting interviews. For this research study, the population is quite narrow (5 people) because the interviews have been conducted from the same course at DSV. With narrow range of people to be interviewed there are less chances to lie during interviews, more in-depth data collection, insight experience and compact interviewee choices. One of the disadvantages could be that it is more time consuming which is hard to minimize (Denscombe, 2014). Others alternative method for data collection methods that could have been chosen was surveys, where questions could be asked to DSV students regarding what are their experience about distance learning. A survey is one of the best ways to collect large number of data which can easily be measured, to give us statistical results (Denscombe, 2014). However, interviews are good to respond to the research question because it involves individual opinions and experiences about the topic. Data collected through surveys would not be good for understanding issues or more better results for the analysis. To extract in- depth knowledge and understanding about the phenomenon, interviews were better option for data collection method in this study.

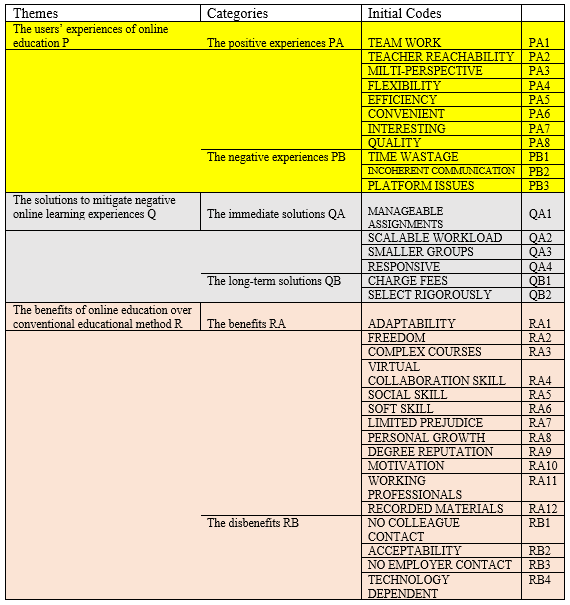
**Ethical aspect of the research**

Regarding ethical aspects of the research, first of all, the form of the informed consent comes to the question relating to the confidentiality and security of obtained data. The code of ethics which the researcher ought to observe are to be understood by both the researcher and the participant before consenting to the agreement before the start of the interview. Researcher is obliged to protect interviewees within the consent form, where interviewee agrees upon the disclosure of their individual identity. (Denscombe, 2014, pp. 275-290). In the consent form (see appendix D) which together with the interview guide were forwarded to the interviewee beforehand, to enable the interviewee familiarize with them. The form outlines the purpose of the study in which it tells the participant what is the main content and aim of the interview which is a crucial part of the research method, then it tells the participant what forms of the results and data derived from the interview are condensed into. The participant has the right to remain anonymous and the data are kept in safe place, here indicating the private cabinet and locked up from others than the researcher himself. Further, the risks were explained, however there may not involve any risks. In addition, the benefits are listed such as the voluntary participation and withdrawal at any moment during the research project, however, no incentive nor any complementation was including. Lastly, the legal aspects of the consent form indicate that the confidentiality is respected, the data that is obtained from the participant is safeguarded and used for the purpose that the participant knowingly allows.

# RESULTS AND FINDINGS (4-5 pages)

* Presents the results from the thematic analysis in accordance with scientific standard (see example articles).
* Insert a table (see table 1 below for an example) providing an overview of the identified themes (the table must be referred to in the text).
* Use heading 2 for themes and heading 3 for categories.
* Sub-headings (i.e. names of themes and categories) should summarize the theme well and give the reader a clear idea of what it entails.
* For table use the following template:

Table 1: Overview of codes, categories and themes



Results and Findings

The presentation of the result and findings of this research follows the guidelines exemplified in the literature, e.g. (Braun & Clarke, 2006; Denscombe 2014, pp. 265-267; de Casterle et al. 2012). Features of this phase (producing the qualitative report), according to Braun & Clarke (2006) includes, writing up the report, conveying the meaning of the analysis, etc., (p.93). Denscombe, on the other hand, described for example, how an interview extract can be presented in a qualitative research report (2014, p. 266). The result of the thematic analysis produced a total of 40 codes. During the categorizing stage, some codes were merged, some were discarded. The process later yielded 33 codes which were classified into the categories. A total of 6 categories emerged. The categories were further collected into the themes that house them. Three main themes emerged, each of them contains two categories as shown in Table 1 above. The first theme is the users’ experiences of online education, also called the features of online education, denoted by the code P. The corresponding categories are: The positive experiences PA, and, The negative experiences PB. The second theme is The solutions to mitigate negative online learning experiences Q, and the corresponding categories are: the immediate solutions QA, and, the long-term solutions QB. The third theme is: The benefits of online education over conventional educational method R and the corresponding categories are: the benefits RA, and, the disbenefits QB, Table 1 above. The following paragraphs decipher the meaning of all the codes in each category.

Theme 1: Users’ experiences of online education P

*Category 1: The positive experiences, also called positives features of online education PA*

Teamwork PA1: Working in a team which comprises individuals of various backgrounds in terms of disciplines was regarded as a positive feature of the distance learning courses. One participant said, “…one of our group members has a master’s degree in mathematics, she was really keen to share her insights, and so we were able to find a solution to the problem…”

Teacher reachability PA2: There was a consensus among the participants that the teachers were readily available and that teachers responded to their emails within 24 hrs even in the situations with complex questions.

“Multi-perspective” PA3: This item is connected to the first item- Teamwork. Respondents believed that the diverse backgrounds of the team members enabled the team to approach an academic problem from different angles. One of the informants said, “…and then I learned a lot by this, I guess, this went to a kind of multi-perspective and like the diversity of backgrounds…”

"Flexibility" PA4: All of the four respondents regarded flexibility is a common feature of distance learning education. Flexibility in terms of planning your studies to reflect your daily schedule, in terms of traveling, studying from anywhere, able to integrate studies with daily work, etc.

“Efficiency” PA5: Efficiency was associated with distance learning because students were able to get feedback or have their questions responded to as prompt as possible. Usually, emails or forum messages were in most cases replied immediately.

“Convenient” PA6: Like flexibility, convenient was mentioned by all of the four interviewed respondents. Convenient in terms of working on a project and still able to study at the same time, yet both the project and the study can be completed in time.

“Interesting” PA7: Regarding the feature-interesting, one of the respondents said: “…then I found the master program to be interesting, so I chose it because of that…”. This respondent was looking for a regular master’s program but, end up with a distance program which he later found interesting.

"Quality" PA8: In terms of quality, the respondents think that their program of study/courses is of good quality perhaps this is due to the rating of the department and due to the reputation of the university itself.

*Category 2: The negative experiences, also called negative features of online education PB*

“Time wastage” PB1: One of the respondents lamented that it took a lot of effort and time for both the teacher and the student to finally come to terms (e.g. when a question was directed to the teacher) due to incoherent communication/terminology of the student. Although this rarely happens however if the student’s writing skill is not of good quality, this kind of feature may surface.

Incoherent communication PB2: As mention in PB1 above, these negative characteristic features when the student in most cases was unable to expressly communicate with the right terminology. One of the respondents said “…the problem was the terminology that I used in my question wasn’t as scientific as he used to communicate in this course…” thus there was time wastage due to misunderstanding.

Platform issues PB3: These are issues associated with the malfunction of the online learning environment. One of the respondents said, "…the problem with this comment functionality is that your lecturer doesn’t get email notification of your comment, so he didn’t notice that you commented…” This kind of issues can indeed lead to a negative learning experience.

Theme 2: Solutions to mitigate negative online learning experiences Q

*Category 1: Immediate solutions QA*

Manageable assignment QA1: One of the respondents suggested that assignments should be divided into equal chunks, since there are sometimes more workload at the start of the courses or some courses have most of workload at the end of courses.

Scalable workload QA2: One of the solutions suggested to mitigate negative experience on distance learning with regards to assignments is that, it should be possible to add or remove workload. E.g. With a team of three, there could be three tasks, and a team of 5 there could be a tasks, etc.

Smaller Groups QA3: Another possible solution to mitigate negative experience of online learning according to the respondents is to encourage smaller, thus, manageable groups, because sometimes some participants leave the group which leads to increased workload others.

Responsive QA4: One respondent said that generally traditional learning methods are more responsive and for better experience of distance learning it should be more responsive ie. course coordinator or teacher should respond immediately in terms of replying emails, etc.

Charge Fees QB1: One solution for decreasing drop outs of online courses is to charge fees. This will ensure that only serious student enroll to the courses. One respondent said,

*“...the only way to change this is maybe either by letting students pay, but that is a regulation that the university cannot introduce, that needs to be decided on a higher stage…”*

“Select Regoriously” QB2: According to a respondent experience of online courses can be enhanced by having regoriuos election criteria for the course enrollment. Normally online courses are open for everyone and that is one reason for higher drop out. The student said, *“...or you could select your students more rigorously…”*

Adaptability RA1: One of the benefits of online courses is that they are adaptable. Participants can adapt their lifestyle with studies because online studies are flexible and not restricted in terms of time schedule.

Theme 3: Benefits of online education over conventional education method R

*Category 1: The benefits RA*

"Freedom" RA2: All the respondents mentioned freedom as one benefit for online courses, one of them said,

*"I travelled more than I expected to, I, just the freedom and the time flexibility and the freedom to study from wherever you want has an interesting impact on my life."*

Complex Courses RA3: One of the benefits of online courses is the possibility to study complex courses, because different form of interactive material can be used to describe complex concepts. A participant said,

*“Content wise, obviously what I am studying is complex and going through it, it’s just challenging and you grow with the challenges.”*

Virtual collaboration skill RA4: Regarding the virtual collaboration skill, one of interviewees said, *“that distance learning in group makes you more organizing, you have to manage everything.”*

“Social skill” RA5: One of the interviewees said that through distance learning you also learn how to behave in a group even when you do not see each other by face to face.

“Soft skill” RA6: This is also a benefit of distance learning, in terms of how to resolve the conflict between the groups members and how to communicate with the people living in different region having different backgrounds, one respondent noted.

“Limited prejudice” RA7: During distance learning there is less chance of judging someone negatively. One respondent said, *“...and that takes away the prejudgment that you have about people.”*

“Personal growth” RA8: One of the participants said that distance learning courses increase his understanding power. He said,

*“but there is also something that is called logic that describes a way of thing and a way of expressing and I understand that this is enhancing my personal growth”*

Degree reputation RA9: Regarding reputation of the diploma, one of the participants said that distance learning gives you opportunity to get a degree or certificate even when you are not participating in face to face classes.

“Motivation” RA10: Motivation was related to positive effect of distance learning. One respondent said, *“...to work alone that is something that could come up for others or to motivate myself.”*

Working professional RA11: Distance learning has positive effects for those people who are doing professional jobs. So, it gives a type of flexibility.

Recorded materials RA12: Recording materials are related to the distance learning because distance learning provide online slides for the peoples and it is positive effect of the distance learning.

*Category 2: Disbenefits of online education RB*

No colleagues contact RB1: One of the interviewees said that during distance learning it is difficult to establish contact with the group members. Thus, it is negative impact of distance learning.

“Acceptability” RB2: One of the respondent reveals that there will be people who say that qualification is not acceptable because it is completed through distance learning.

No employer contact RB3: One of the participant said that distance learning reduce the chances of get a job because usually companies come to the university and they hire students for the jobs. He said, *“Meeting future employees or so, that is something that is limited through the distance learning course.”*

Technology dependent RB4: Two of the interviewees said that distance learning is technology dependent which means video lectures, internet and so on which is the negative impact of the distance learning because any time something went wrong it can affect the studies.

# DISCUSSION (1.5 page)

* Reflect on the research carried out and discuss its contributions in relation to the research question.
* Outline the practical and theoretical significance of the contributions and discuss ethical and social aspects.
* Evaluate your work. Identify, and discuss limitations of the study in terms of credibility, dependability, and confirmability (see end of chapter 16 in Denscombe (2014), you will also find support in the paper by Tracy (2010)).

Regarding the research question, the aim of the research was to explore users’ experiences of distance learning. The results followed from the qualitative research method using the semi-structured interviews, both users’ positive and negative experiences of distance learning were derived from the thematic analysis as a result of in-depth study of the transcripts. Further, thematic analysis was used to translate the data collected through semi-structured interviews from which codes, patterns emerged that suggested the solutions to users’ negative experiences of distance learning through analysing the meanings, expressions and interviewees’ personal opinions of distance learning. (Denscombe, 2014; Braun & Clarke, 2006)

Overall, the themes and categories were gathered from all five interviews respectively from both positive and negative experiences on online education to personal opinions on benefits of distance courses compared to traditional learning in the classroom. The most beneficial as well as positive features of distance learning as learned from the transcripts are that the freedom and flexibility of learning valuable features because lecture recordings enabled learning anytime and anywhere. The negative experiences including those that would not benefit from distance learning are that the quality issues and cooperations with group members via online were unimpressive. Lack of Face-to-face featured as a negative effect among students of the online learning. This study Produced the results that was categorised into two, namely, immediate solutions and long-time solutions for negative experiences. the initiating codes in both categories were the suggestions presented to cure the malfunctions of distance learning.

The limitations of the study according to (Tracy, 2010); one of the concerns was that, one of the persons being interviewed was a member of the common course (MMII) participant, of different DSV programmes, who might not be a full-time student or having had the distance learning programme experience, the student might be studying through the conventional learning programme or mixed learning programme. Another concern relating to credibility was that the interviews were conducted with random persons engaged through the semi-structured interview performed via Skype or face-to-face which has a huge impact. Although during the interview with random student, the interviewer established a mutual trust with the interviewee first. The ethical aspect brought up the need to introduce the informed consent form which protects the participants’ privacy. Whereas interviewing familiar persons automatically created a more relaxed atmosphere, which in turn produces more content within the purpose of the interview.

# Conclusions (0.5 PAGE)

* Draw conclusions from the results and the analysis that answers to your research questions.
* Summarize the contributions.

Based on the findings of the study, experiences of distance learning was divided into two categories i,e. positive and negative. Some of the positive experiences according to the study were teamwork, teacher reachability, multi-perspective, flexibility, convenient, efficiency and quality. The Study found some negative experiences which includes time wastage, incoherent communication and platform issues. The study also suggested some solutions to mitigate the negative experiences of distance learning and these solutions are scalable workload, more responsiveness, rigorous selection criteria for the students and having more manageable smaller groups.

## Future research

* *Suggest areas for future research (e.g. based on the results/findings and conclusion of the paper).*

This research was conducted by using limited resources in a short time. This study could be the foundation stone for larger studies on distance learning in the future by using more time, resources, and more numbers of participants which have different position such as teachers. It will then lead to more comprehensive results about the effectiveness of distance education and how it effects in positive way on the education over the world. Also because of the many negative features of online learning like platform issues and incoherent communication, there is a need for more studies about it using different method for data collection and analysis which would help to get results from different perspectives and reach solutions for those negative features in the future.

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# SOME NOTES ON FORMATTING and SUMBISSIONS (to BE DELETED)

All body text in the font size 11 (style: normal). Paragraphs are separated by a line break and tabulation as follows.

New paragraph starts here. If bullet points are used they should be separated from the paragraph with an empty line before and after the bullets, like this:

* Bullet point 1
* Bullet point 2
* Bullet point 3

Citations in the running text and the reference list consistently follow a well-known reference standard - in this case Harvard. If you are referring to the whole publication refer to the text as (Denscombe, 2014) or Clarke & Braun (2006). If you refer to a special section of a publication you need to add page numbers, i.e. (Denscombe, 2014, p. 276) or (Denscombe, 2014, pp. 276-277). See further instructions in [this guide](http://libweb.anglia.ac.uk/referencing/files/Harvard_referencing_2016.pdf).

If you copy text from another document with different formatting and paste it here use, then use **Shift + Option + Command + V** (using Mac) to paste without formatting (as plain text). The inserted text will automatically use the paper formatting. The Chrome shortcut from Windows is the same: **Command + Shift + Option + V**. You can install the extensions if you want. In recent versions of Linux, you can use **CTRL + Shift + V** to paste text without formatting.

If a quotations is less then two lines of body text then they can be integrated in the body text like this: *“yes, this is exactly what I mean”*. If they exceed two lines of body text use block quotes instead. Like this:

*“This is a longer block quote that exceeds two lines of body text. These block quotes should be separated with blank spaces before and after the surrounding paragraphs. If the quotes contain information that is not needed you can skip parts by entering … because you don’t want them to be unnecessary long.* *You should also introduce the quote in the paragraph above and always add information on the respondent after the quote in a parenthesis.” (Ed)*

Change the font size in the empty spaces surrounding the quote (or bullet points) to 8 to decrease the size of the empty spaces.

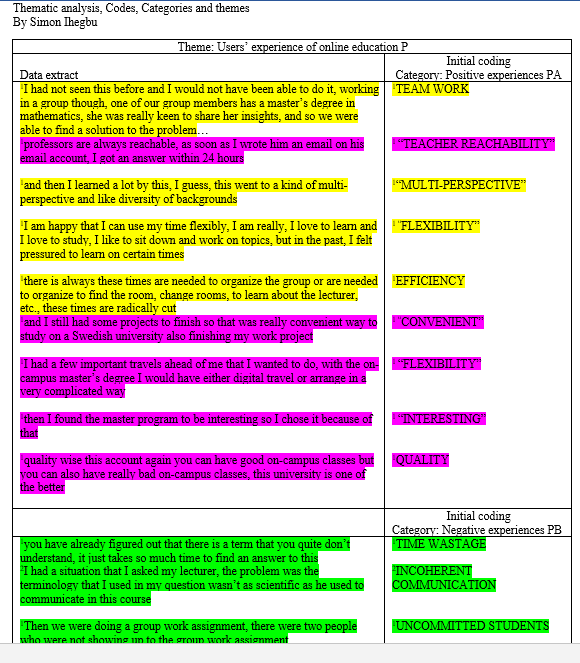
Create a PDF when submitting the draft and the final version. Name the document solely with your group number (e.g. 01, 04, 11).

**APPENDIX A: Interview guide**

Attach the interview guide here. The transcribed interview must also be attached when submitting the draft and final version – but in a separate PDF containing all interviews.

**APPENDIX B: Extract from coding**

**Figure 2:** Extract from coding



**APPENDIX C: Division of work**

Explain how the work with each part has been divided between the group members. Also, describe how you have collaborated and discussed your work (e.g. have you had contact with each via Skype on a regular basis etc.). Be as detailed as possible, especially if the workload has been unequal. Report to your supervisor and the course responsible if a group member hasn’t contributed, or only contributed to a minimal extent.