

STUDENT 2882625

THE DEVELOPMENT OF AN ONLINE LEARNING ENVIRONMENT FOR AN EXISTING PROFESSIONAL PAPER.

A thesis submitted in partial fulfillment of the requirements for an MA in
Training and Education (QQI)

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Abstract

The purpose of this research is to develop an online learning environment for an existing professional paper which promotes the use of asynchronous online activities to engage learning. The study involves three phases of developing the online learning environment (the product) using qualitative questionnaires and includes a final interview phase.

Participants are from the CPA P1 Managerial Finance professional accounting e-learning course. The product was developed and evolved throughout the three phases of development concluding with a structured e-learning product that contributes to the online learning environment through student engagement. The research will identify the fundamental aspects of asynchronous online methods that both enhance and transform the ways in which students engage with their learning

This research would suggest that while the current online learning environment conforms to best practice a need does exist for further research into the feasibility of the inclusion of a synchronous component to the current online learning environment.

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Chapter 1

Introduction

In the 1970s with the dawn of the digital age and the ease at which information could be transported through the medium of the personal computer there was no knowing where this information era would take us. Some 45 years later personal computers are being replaced with mobile devices permitting connectivity and the transfer of information from anywhere and at anytime.

There is a belief that as a result of this information technology age the teaching landscape is fundamentally changing with a steady move away from the traditional classroom towards opportunities to learn from anywhere, any place, anytime. The landscape is developing as the requirements of the learner change due to work commitments, time and location which are all factors now influencing learners' decisions relating to what form of learning they will engage in.

The higher education landscape is undergoing significant change as a result of technological innovations.....

(European Commission, 2014, p.10)

Many Higher Level educational institutes are progressing with these changes through the introduction of online learning alternatives and new models of education. Hawthornthwaite & Andrews believe that radically changing landscapes are challenging current models of education.

"The bricks-and-mortar school or university no longer bounds knowledge when learners attend classes from multiple sites within and across countries."

(Haythornthwaite and Andrews, 2011, p. 1)

The author is committed to enhancing the teaching and learning experience of her students through the development of her product and concurs with Garrison's view.

"E-learning transforms education in ways that extend beyond the efficient delivery or entertainment value of traditional approaches."

(Garrison and Anderson, 2003, p. 52)

While new and additional technologies emerge online learning environments are afforded continued potential to allow increased access to higher education; broadening the learner base and providing more opportunity for the inclusion of a diverse cohort of learners.

There is enormous potential for widening access to higher education and increasing the diversity of the student population. Online technologies provide opportunities to learn anywhere, anytime and from anyone.

(European Commission, 2014, p. 10)

Hawthornthwaite & Andrews believe that as the internet and the use of electronic communication become a part of the everyday life of students they, in turn, are becoming technologically savvy, they further comment

“Together, these changes mean that all participants in the learning process are tied to a greater or lesser extent to online learning”.

(Haythornthwaite and Andrews, 2011, p. 6)

A remarkable fact that has emerged from the NMC Horizon Report 2014 is the reality that online learning in this era of digital capacity and technology is still several years away from generating its maximum impact. This report identified six significant challenges impeding Higher Education Technology Adoption see Figure 1.

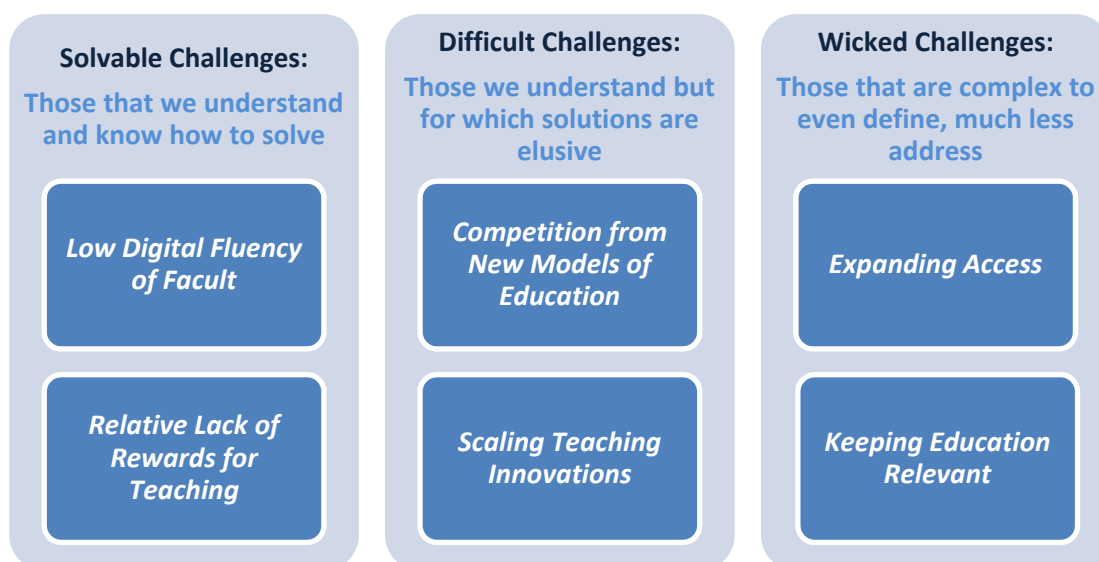


Figure 1 - Significant challenges impeding the adoption of technology in Higher Education

(Johnson et al., 2014)

The purpose of this study is to develop an online learning environment promoting the use of asynchronous online methods to encourage student engagement for an existing professional accounting online course. The research will identify the fundamental aspects of asynchronous online methods that both enhance and transform the way in which students engage with their learning and will identify the key online methods students prefer, this is discussed in more detail in Chapter 4 and 5.

In Chapter 2 the author will present a review of the extensive literature relating to the concept of e-learning & asynchronous online learning defining key terms and identifying the key issues being explored within this research. The literature review is an essential part of the research setting out the key issues to be explored and to identify gaps that need to be plugged in the field. *(Cohen et al., 2011)*

Asynchronous online learning brings many challenges to universities, teachers and students alike, it is the future of learning and this study will through the assistance of student input demonstrate that an online product which replicates the traditional face-to-face classroom simply misses the point that we are operating in a new medium with unique properties *(Garrison, 2003)*

The primary research will be supplemented with input from students. The author will use a combination of questionnaires at the initial stage (Phase 1), the midway stage (Phase 2) and will have a final interview stage (Phase 3). Students unable to have a face to face interview will answer the interview questions via email. This research will identify several themes resulting in potential problematic areas and potential gaps in the online course. The student input at each phase of the research will influence the compilation of the final online product. The design and educational activities the author is using in the online product are discussed in more detail in Chapter 4.

Chapter 3 will outline the research approach used by the author, ethical considerations and will also outline the limitations of the research.

In Chapter 4 the author will discuss the online environment prior to the changes and the online environment as this evolved over the various phases of the research. Chapter 4 will describe the product and will document decisions made in relation to the product including the overall design of the product. The author will identify the key factors which influenced her decisions

while developing the product and challenges she encountered through the development process.

Chapter 5 will discuss and conclude on how the product contributes to the online learning environment providing evidence that the product is a best-fit design and evidence that the product did encourage student engagement and contributed to the enhancement of the overall learning environment experienced by the students.

Online Learning

This study relates to the development of an online learning environment, to that end the author defines online learning as e-learning with a compulsory requirement to access a shared learning space via the course management system “Moodle”. Through the use of Moodle, the students access the learning resources for this course. Richard’s defines online learning as

“e-learning with a mandatory involvement of a digital network that a learner needs in order to access at least part of the learning materials and services. Online learning refers to network-enabled teaching and learning that allows the learner to have increased interaction with content, the teacher and other learners.”

(Richards, 2015, p. 6)

Throughout this study, any reference to e-learning or online learning means one and the same.

Chapter 2

Literature

E-learning

E-learning as defined in the publication “Towards a Unified e-Learning Strategy”

“If someone is learning in a way that uses information and communication technologies ICTs, they are using e-learning”

(Department for Education and Skills UK, 2013, p. 4)

While the Department for Education and Skills UK perceives e-learning to be learning attained through the use of communication technologies and focus on embedding technology across all pedagogues for all levels of students from pre-school to lifelong learners. Garrison & Anderson perceives e-learning to be centered on a more formal perspective and their research predominately focuses on higher educational requirements and the development of e-learning communities and collaborative learning environments.

Garrison & Anderson’s broad definition:

“e-learning is networked, online learning that takes place in a formal context and uses a range of multimedia technologies.”

(Garrison and Anderson, 2003, p. 2)

Where does e-learning sit in the current climate? The 21st century has seen significant changes in terms of access to and development of the online e-learning environment through which new paradigms of learning are unfolding in conjunction with the continued expansion of the Internet, online learning and online learning relationships. *(Haythornthwaite and Andrews, 2011, p. 2).*

Haythornthwaite & Andrews refer to this new approach as e-learning, asynchronous learning, online learning and networked learning and further comments that ‘e-learning is a transformative movement in learning which embraces learning across physical, geographical and disciplinary borders’. What is apparent from their research is that students are participating in online learning whether they are classroom based students or solely

asynchronous students, e-learning is no longer specific to certain courses, teachers or students. *(Haythornthwaite and Andrews, 2011)*

From the author's perspective while e-learning will never replace the classroom entirely e-learning provides an assessable learning experience for learners unable to physically attend a classroom due to location or physical constraints. E-learning is opening up the learning experience to a wider cohort of learners; technologies are continuously transforming and further enhancing the e-learning experience. It is imperative in this ever evolving world of technology that all stakeholders including Government bodies, universities, teachers etc. embrace these technologies.

Synchronous and asynchronous Learning

E-learning is capable of encompassing both synchronous and asynchronous learning. Synchronous online learning is synonymous with real-time lectures or discussions while asynchronous online learning permits learners to access the lectures at any time and from anywhere. With asynchronous learning recorded lectures are held on a server or accessed via the Moodle page and can be accessed at any time and from anywhere. On the other hand, synchronous learning is either face to face lectures or live online lectures but can also have an asynchronous component to them as they are also recorded in real time and made available for retrieval at a time convenient to the student.

Asynchronous learning can be defined as:

"Asynchronous learning occurs when a student or lecturer is not present (physically or virtually) for instruction at the same place and time but communication is successfully achieved".

(Carroll, 2011, p. 5)

On the other hand, Garrison identifies the critical properties of asynchronous online learning which enhance cognitive presence and learning effectiveness

"Asynchronous online learning has the potential to create the cognitive presence to support higher-order learning. We as educators have the responsibility to understand how to facilitate such learning effectively in a variety of educational contexts."
(Garrison, 2003, p. 11)

Asynchronous learning is not just concerned with watching a lecture after the fact, asynchronous refers to any form of communicative activity comprising e-mail, online discussion forums, wikis, blogs, quizzes even assignments (this is not an exhaustive list); the student can participate in all of these activities anytime. The very nature of asynchronous learning blends it to the e-learning environment. What is paramount here is how technology is used and integrated into the e-learning environment. The focus of asynchronous learning is a learning space that can be accessed at any time and from any place, a learning space that provides a deep learning experience not just a foray into the virtual world of the internet. E-learning bestows upon students the opportunity to learn outside of the classroom and to use technology to enhance the overall learning experience. Asynchronous learning technologies further enhance an e-learning product.

While *Haythornthwaite & Andrews* identify the increased use of electronic communications through the use of mobile devices as being the drivers of the changes and conditions for learning. (*Haythornthwaite and Andrews, 2011*). Beetham and Sharpe believe

“powerful new learning opportunities being facilitated via the internet are seen as new models of education, rather than new models of learning.”

(Beetham and Sharpe, 2013, p.18)

However asynchronous learning is facilitated through the use of mobile devices such as mobile phones, laptops & tablets, students can watch recorded lectures, take part in online activities and online discussions from any of these devices. This unlocks further potential in particular for those students who are balancing their time between work, life and study. It is now possible to watch a lecture or part of a lecture when the student discovers they have some extra time on any given day. Asynchronous communication eliminates the need for all students to be in the same physical space or online virtual space at the same time and facilitates on the go learning.

Much of the author’s research has been informed by Dr. Randy Garrison, a prominent author in the field of e-learning. In 2003, Garrison co-authored *E-Learning in the 21st Century: A Framework for Research and Practice* (*Garrison and Anderson, 2003*) the purpose of which was to provide a coherent framework for understanding e-learning in higher education and to explore the implications of e-learning. At the core of Garrison and Anderson’s research is the

community of learners and through the development of this community releasing the through potential of e-learning. (Garrison and Anderson, 2003)

The Community of Inquiry framework has been adopted from a theoretical perspective by the author in the development of her e-learning product. This conceptual framework identifies three key elements of a successful higher educational experience; Social Presence, Cognitive Presence, and Teaching Presence. (Garrison et al., 1999) below Figure 2



Figure 2 - Elements of an educational experience

The author identified the students and the author (tutor) as a community of learners that is a community of inquiry as outlined in the diagram above Figure 2, developed by Garrison, Anderson, and Archer. (Garrison et al., 1999). The social presence represents the personal and emotional connection between the community of learners both the students and the tutor; the effectiveness of their communication and how they come together as a group. Within the cognitive presence arena, the exchange of information is critical and the integration of activities to encourage students to take responsibility for their learning. Finally, the teaching

presence encompasses the overall structure of the learning environment and equilibrium of all three elements. The author discusses the impact of this framework on her product in Chapter 5.

While instructional design is at the forefront of any e-learning product the author believes and concurs with Anderson and Elloumi that a variety of activities such as reading texts, watching an e-lecture, engaging in quizzes, participating in discussions and submission of assignments must all be incorporated in a structured fashion in order to achieve the learning outcomes. (Anderson and Elloumi, 2004) This is further evidenced by Salmon in her research

“engaging participants in active online learning that results in achieving the outcomes that they and you desire”.

(Salmon, 2013, p. 36)

However e-learning and learning through an online environment requires student contribution, in order to maintain an effective level of student contribution; students require a structured process involving advanced design which brings them gradually through each stage of the learning interaction. (Donelan, 2010, p.23). Donelan believes students can benefit from the five-stage model developed by Salmon, this model focuses on increasing student skills and ensuring they are comfortable using online activities and networking and collaborating within this online community. Salmon’s e-tivities framework was constructed on her five-stage model which provides a framework for a structured and paced programme of online activities. (Salmon, 2013). See Figure 3

The author summaries these steps below:

Stage one – the student requires motivation and user-friendly access. Salmon refers to the tutors, trainers, instructors, facilitators or teachers as the “e-moderator”

Stage two – communication and interaction between tutor and learner and learner and learner, using discussion forums or groups and email messaging with the tutor monitoring and encouraging student participation

Stage three – the provision of information to learners through the use of activities such as e-lectures, tutorials, key content and other engaging learning activities to stimulate learning

Stage four – at this stage the learners are constructing knowledge and the activities should have knowledge development at their core.

Stage five – learner development and further learning with critical reflection and the application of personal knowledge construction

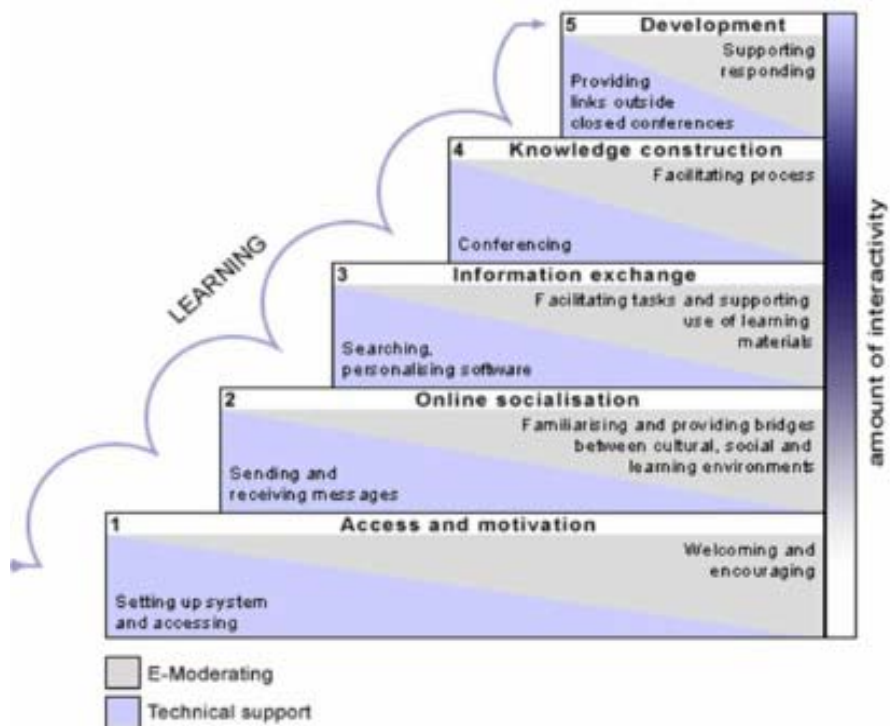


Figure 3 - The five-stage model of teaching and learning online

<http://www.gillysalmon.com/five-stage-model.html> (accessed 16 April 2016), (Salmon, 2013, p. 16)

While using the five-stage framework the author created her weekly activity task list drawing from Salmon's E-tivity framework "the invitation" (Salmon, 2013) this framework is further discussed in Chapter 4.

E-Learning and Best Practice

Widespread research into e-learning had been carried out over the past 4 decades; e-learning has grown dramatically in association with immense technological changes as evidenced in the research.

Indeed, Quality and Qualifications Ireland (QQI) recently issued a white paper proposing specific statutory quality assurance guidelines for use in the development, quality assurance and enhancement of programmes where provision is intended to be available to learners through flexible and distributed learning (FDL).

In May 2014 the T & L National Forum for the Enhancement of Teaching and Learning in Higher Education published 'Building Digital Capacity in Higher Education' outlining their preliminary Digital Roadmap which is being developed to help to guide institutions and organisations in the development of local and national digital strategies and to ensure alignment, coherence and a sense of common endeavour at a sectoral level. Following on from this the extended report a 'Roadmap for Enhancement in a Digital World 2015-2017' was published in 2015. (*National Forum for the Enhancement of Teaching and Learning in Higher Education, 2015*) The key recommendations from this report are set out in Figure 4

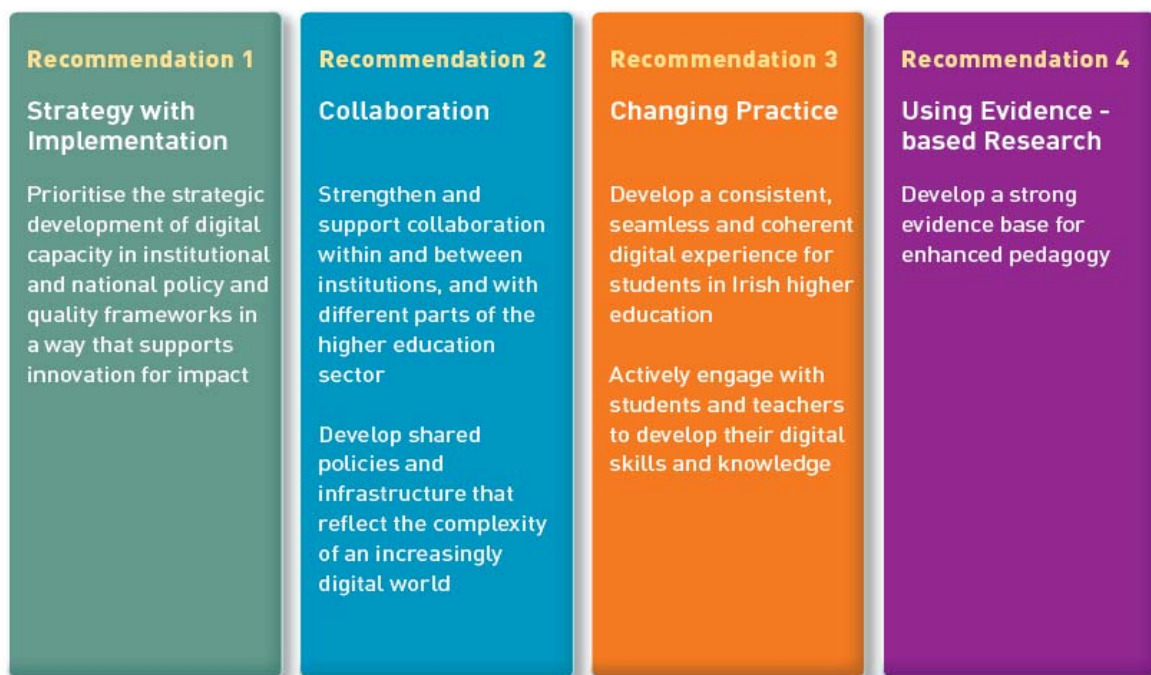


Figure 4 - Key recommendations from the report a 'Roadmap for Enhancement in a Digital World 2015-2017'

E-learning is not a magic formula that automatically raises someone's IQ. Behind any successful e-learning program is careful design and engaging content that can keep the audience hooked and interested. <http://elearningindustry.com/6-elearning-best-practices> (accessed 15 March 2016.) According to this website, some of the universally adopted eLearning best practices are

1. What does your learner want? What do you want to teach?
2. Great content = Great e-learning course.
3. Interaction is action.
4. User interface and user experience.
5. Learning assessment.
6. Product evaluation.

The author when developing her product employed several of these principles as set out below:

- Incorporating a weekly contact mechanism and structure with activities to stimulate and motivate the students
- Introducing a weekly discussion forum to encourage students to discuss and write about a specific topic that was covered in the weekly activity
- Setting a weekly assignment and providing a grade and feedback for assessing whether or not the learning outcomes were being achieved
- Providing students with a weekly activities schedule to assist in time management of their subject
- Encouraging students to participate in discussion and responding to student queries in a timely manner

Review of Online Programmes

The author reviewed four ACCA course providers, two based in the UK and two based in Ireland.

The UK course providers both offer two online learning options:

Live Online (Figure 5) – Live online is an online learning environment whereby students experience a live synchronous learning experience. It is based on real-time synchronous

learning and students can log on from where ever they are and attend their virtual session while availing of the benefits of the traditional classroom.



Figure 5 - UK Live Online E-learning Environment

Online (Figures 6) - This online option is an asynchronous learning option which gives students more flexibility as it is based around pre-recorded lectures that students can access at any time to suit their schedules.



Figure 6 - UK Online E-learning Environment

The Irish course providers both offer two online learning options:

Live Online – This option is similar to the UK product in that it is real time synchronous learning however it is the actual traditional classroom lecture which is being broadcast via Adobe Connect permitting students to attend the lecture virtually rather than physically.

Online - This online option is an asynchronous learning option whereby students can watch the classroom lectures however not in real time. The lectures are recorded and the students can watch them at a time that is convenient to them.

The advantages of the live online option are:

- The feeling of being in a classroom, there is evidence that students feel isolated when studying and miss the interaction with other students in a face to face classroom

- The fact that you have to attend your virtual class at a set time every week which provides students with structure
- With online live lectures, students can participate in the class through live online chat allowing them to have their questions answered there and then

The main disadvantage is students may not be able to attend the virtual class due to time commitments, however, this can be alleviated as the online live lectures are also recorded to allow an asynchronous learning option for students unable to attend a live online lecture.

While there is a live online option in Ireland this compromises the live recording of a full class lecture, although advantageous as students do not have to leave their homes the disadvantage is the length of the lecture. The author, through her preliminary research, believes students chose an e-learning option as it is not feasible to attend a 3 hours lecture; this is evidenced in the analysis of student comments which can be reviewed in detail in Appendix 4.

The author, through her own experience, of this live online teaching option believes this approach to be disadvantageous for students as the lecturer is lecturing to their face-to-face classroom students and may not see questions from live online students, the classroom students are being distracted by these comments and the online students get frustrated when their questions are not being answered. This live online approach is attempting to mirror the classroom; however what works in the classroom does not necessarily work in an e-learning environment.

This review in conjunction with student feedback has influence the overall development and design of the product the author has developed.

Chapter 3

Research Methodology

Epistemology is concerned with the questions “what is knowledge” and “how do we get the knowledge” in essence it is a “theory of knowledge” while Ontology is concerned with the nature of reality, an individual’s interpretation of a fact.

Throughout the research, the author will apply a dual approach. Firstly an interpretivist approach; beginning with the students and setting out to understand their interpretations of the product. (*Cohen et al., 2011*) Secondly a social constructivist approach; focusing on students and their background, how they live and work relying on the view of the participants. (*Creswell, 2013*) The interpretive approach is influenced by the authors’ concern for her e-learning students.

Cohen, Manion & Morrison advises

“the interpretive paradigm is characterized by a concern for the individual in an attempt to understand the subjective world of human experience”.

(Cohen et al., 2011, p.17)

Cohen, Manion & Morrison also notes that:

“the foundation of the interpretive approach is humanistic and existential ontologies and epistemologies”

(Cohen et al., 2011, p.23)

From an epistemological perspective, an interpretivist approach will be taken interpreting the human elements within the study. From an ontological perspective a social constructivist approach will be taken, adopting Creswell’s view of relying on the participant’s view of the product as it evolves. (*Creswell, 2013*). The author requires student contribution and perspective at each phase of the research.

Hammersley comments on the division of educational research influences the author’s research into improving her e-learning teaching practices. Hammersley further comments that

the distinctions are related to diverse views in relation to the researcher's comprehension of both epistemology and ontology and the purpose of the research. (Hammersley, 2012)

However the author's approach is also influenced by Creswell's view of the qualitative approach and the author within the research will use strategies of inquiry involving open-ended questions to identify themes arising from the data collected. (Creswell, 2003). Through the use of questionnaires and interviews, the author further adopts the social constructivist approach using more open-ended questions allowing the author a degree of interpretation.

The research will commence initially based on an inductive approach. With this approach, the author uses participant's comments to reach a general conclusion. The author gathers the detailed information from the participants and develops themes expanding the themes into patterns or generalizations. (Creswell, 2013). The author uses open-ended questions from which possible patterns or behaviours can be derived. The open-ended questions will give the learners the opportunity to make general comments. Data will be analysed based on comparisons and narrative descriptions. An analysis of this data can be viewed in Appendix 4. A further discussion in relation to the outcomes of this research is conversed in Chapter 4.

Ethical Research

Although the research is not of a sensitive nature, ethics cannot be ignored and command attention;

"ethical issues in research command increased attention today. The ethical considerations that need to be anticipated are extensive, and they are reflected through the research process."

(Creswell, 2013, P.92).

Griffith College Dublin granted permission to the author for the research in November 2015. Following ethical approval students from the CPA P1 Managerial Finance professional e-learning course were invited to participate in the research; this request included a 'Research Information Sheet' (Appendix 1) providing a brief outline of the research and offering them the

opportunity to participate in the research, all students were willing participants and all signed a 'Research Consent Form' (Appendix 2). No financial inducements were offered to any participants.

Student Participation

There are 42 students participating in the CPA P1 Managerial Finance professional e-learning course selected for the research. The reason this specific course was selected for this research is outlined in Chapter 4. 11 Students consented to participation; 8 female students and 3 male students. The research was carried out in three phases;

Phase 1: Initial Consent and completion of Research Questionnaire

Phase 2: Feedback Phase, following several weeks of students using the pilot product participants were asked to complete a Research Feedback form.

Phase 3: Final Feedback Phase. The author interviewed 5 students, the remaining participants submitted a Final Interview Questionnaire.

A detailed analysis of data obtained at each phase can be found in Appendix 4 and is discussed in chapter 4.

Limitations of Research

The research was limited due to time constraints. Ethical approval was received in November 2015, with student consent to participate received in December 2015. During December 2015, initial questionnaires were received by students. The new online product was introduced to all students, from Week 1 January 2016. The author had limited time in which to collate feedback from the participants in order to make changes to the product. The product was introduced on a trial basis in order to enhance the final product based on feedback from participants and a review of the Moodle analytics to assess which activities were engaging students more.

The author was unable to conduct final face to face interviews with all of the participants; students had commenced the final revision stages of the course and were unable to provide the time required to have the interview as they were focusing on their exams. Five students participated in the face to face interviews, six students were unable to have a physical face to

face interview however 4 of these students did complete a final interview questionnaire, two students, did not complete and submit this questionnaire.

A drawback identified by the research related to the midway changes, while the author wanted to give the participants exposure to the “before” and “after” products, some participants were used to the old recorded lectures and with the exams looming they were fearful that they did not have enough time to watch the pre-recorded lectures and engage in the new online lectures and activities also. When students were asked if they felt the new e-learning product was of benefit to them some students made negative comments in relation to the changes being introduced mid- term, some comments are set out below:

Comments from Student 1

*“The only critique I would have is the fact that the changes were made mid-year
.....*

Comments from Student 6

*“I had already started following the recorded lectures and I would continue to follow
these.*

Chapter 4

The Product

The author is developing the product based on the CPA P1 Managerial Finance professional accounting e-learning online course.

The rationale behind the author's choice of course for the research is set out below;

- While the author has been introducing enhancements to several of the professional accounting e-learning courses only minimal changes had been made to this actual course.
- This e-learning course ran from September 2015 until April 2016; this timeframe gave the participants the opportunity to experience the existing e-learning course from September 2015 until December 2015 followed by the introduction of the new enhanced e-learning course from January to April 2016.
- The participants were given exposure to both courses and were able to comment on any benefits or criticisms in relation to the changes.

The purpose of the author's research is to develop an online learning environment using asynchronous online learning activities to engage students and influence their learning. The author is the tutor for several e-learning professional accountancy papers for Griffith College Dublin.

The author is the e-learning tutor for this paper however the online product was a mix of the main campus lectures which were recorded and uploaded onto Moodle in conjunction with assignments, supplementary notes and tutor assistance, and guidance. The author identified the following concerns in relation to the existing e-learning product:

- The recorded main campus lectures were of a long duration
- When students in class asked questions the online students watching these recorded lectures could not hear these questions.
- Students were often confused when question numbers or page numbers used in the recorded lectures were different from their textbooks and manuals as the lecturers in the recorded lectures used an early revision of the textbook.

- While the author provided bi-weekly activities to the online students they still had to wait several weeks for the recorded lectures.
- Assignments were issued to students on a bi-weekly basis, however at times, the main campus lecture recordings were not available to coincide with assignment due dates which frustrated students.

The author will first review the e-learning product prior to the changes.

THE ONLINE (E-LEARNING) LEARNING ENVIRONMENT – PRE CHANGES

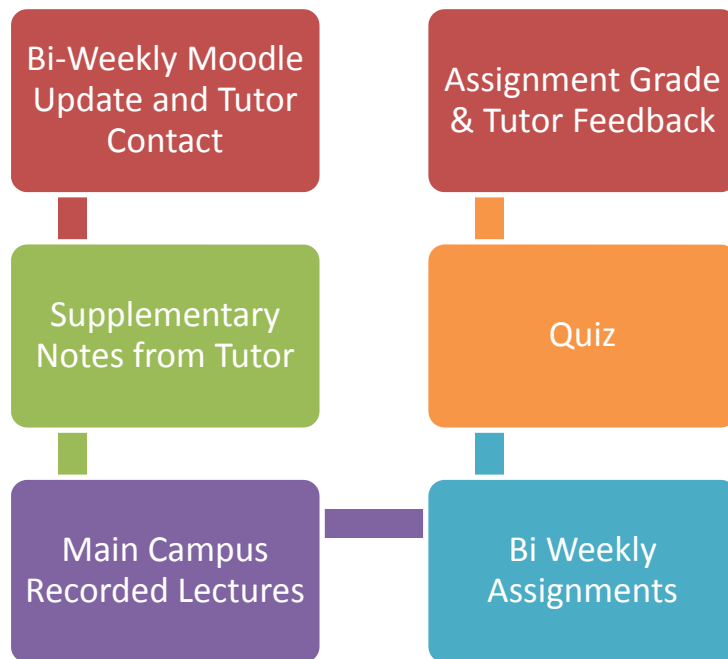


Figure 7 - Online learning environment - pre changes

The e-learning course commenced in September 2015, students were introduced to the course via a short video recording by the author (tutor). The engagement with students was bi-weekly while recorded lectures were made available to students following the main campus lectures. Assignments were submitted by students every two weeks.

A timetable and study plan was available to students providing details of the syllabus content, assignment due dates, revision dates and exam dates. Session one of the main campus video lectures was recorded on the 20th of September 2015 and the e-learning students had access within 48 hours of these recording. The next set of lectures were not recorded until October 2015. The assignment tutorials and quizzes had not previously been part of this e-learning course and were introduced in September 2015.

A common theme arising from the initial research questionnaire categorised as **Theme 9** “The downsides of E-Learning” highlighted problematic areas within the current e-learning environment evidenced by the following comments from students:

Student 1

“I prefer the discipline and structure of attending classes and I miss the interaction with others in class”

Student 2

“The downside is the time lapse in the sense of it is not live”

Student 4

“The videos are very long and are a rehash of the manuals”

Student 5

“With e-learning, it’s quite easy to stop focussing I find I am sometimes watching a lecture and half way through noticed how dusty the house is and get the duster out....”

Student 6

“The only real downside that I can see is that your engagement and collaboration with other students is probably not on a par with what you would get in a classroom situation”

Student 10

“Downside is that you study in isolation wherewith you don’t build a network of peers”

Student 11

“Downside is no set time to sit down & watch lectures”

Further themes identified in the initial research can be reviewed in Appendix 4.1.1. In Appendix 3.1 the author has included screen grabs of the first e-learning product available to students from September 2015:

What is evident from the initial questionnaire is the fact that the overall online learning environment lacks structure for the students. Based on this feedback the author developed a new online learning environment based on a set weekly structure with guidance to students to keep students focused on the weekly topics with activities and assignments related to that topic. An analysis of the data collected at the initial research stage can be reviewed in Appendix 4.1.1

THE ONLINE (E-LEARNING) LEARNING ENVIRONMENT – POST CHANGES

The rationale behind the author's development of the product arose from the initial data collected from students participating in the research; a detailed analysis of the data can be reviewed in Appendix 4.2.1 & 4.2.1.

The author developed her product on the basis of the five-stage framework developed by Salmon, as outlined in Chapter 2. The author uses the E-tivity Invitation as a basic structure or framework for the weekly activity schedule (Figure 8). Each week the "Activity Schedule" title will indicate the specific week, it provides a detailed list of the activities that students should engage in and the recommended sequence and timing of each activity. The product will evolve over time, where the required results are not achieved the Weekly Activity Schedule can and will be modified for continuous improvement.

A weekly discussion forum instigated by the author encourages individual student participation; the author is the e-moderator monitoring the contributions to the discussion. A weekly assignment finalises the weekly activity commitment from students and ensures the inclusion of a formative assessment to permit the author to assess the outcomes and confirm they match the intended outcomes and provides confirmation that the activities and learning outcomes are constructively aligned. (*Biggs and Tang, 2007*)

Below is a sample layout of the weekly schedule:

Task/Activity	Detail	Timeframe
1	Read Chapter X	20-30 minutes
2	(a) E Lecture	20 Minutes
	(b) E Lecture Part 2	15 Minutes
3	(a) Question 1 Tutorial	10 Minutes
	(b) Question 2 Tutorial	15 Minutes
4	Do Quiz	15-30 Minutes
5	Read/post comments to discussion forum	15 Minutes
6	Complete Assignment & Submit	30 Minutes
	Total Weekly Time allocation	2- 3 Hours

Figure 8 - Weekly Activity Schedule

In January 2016, the author notified all students enrolled in the course of the changes to the online Moodle environment and the format of the new online environment along with a sample weekly schedule. A recorded introduction was posted to Moodle explaining how the new online learning environment would work. Figure 9 sets out the process for the new product:

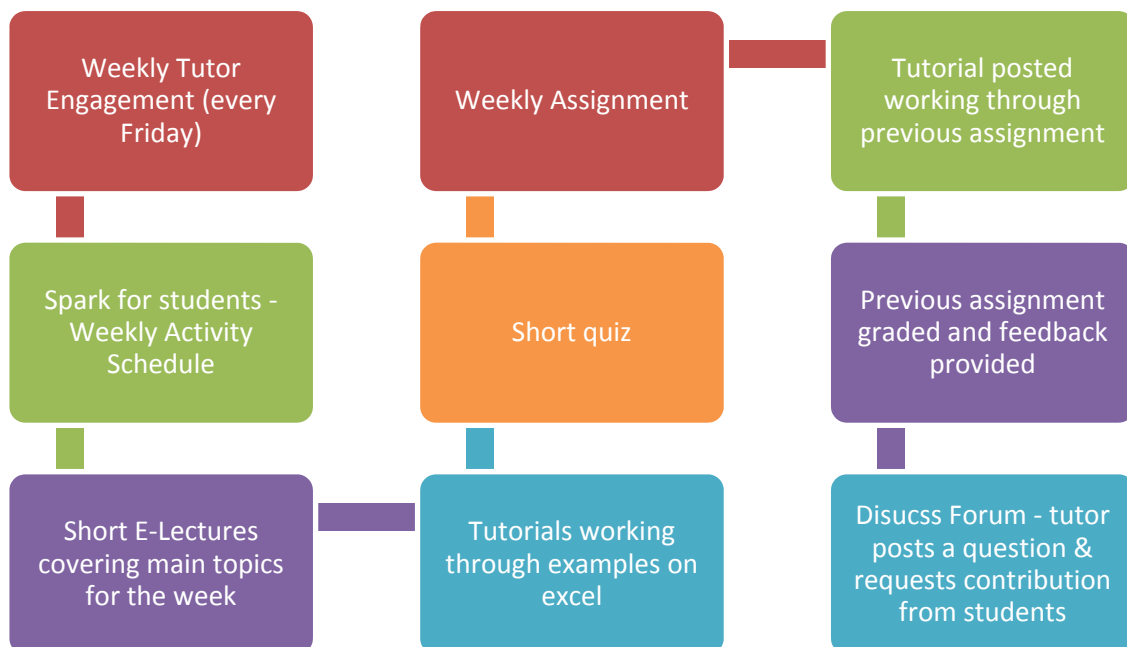


Figure 9 - Process for new online learning environment

In Appendix 3.2 the author has included screen grabs of the e-learning product post changes.

The second phase of the research is based on feedback from students following several weeks of exposure to the new online learning environment. The author recognises several emerging themes which are summarised below and are analysed in more detail in Appendix 4.2.1

Theme 1: Students favour the changes

Theme 2: Changes adopted do assist student learning

Theme 3: There is too much content on the Moodle page

Theme 4: Students are engaging in some activities

Theme 5: The majority of students are not using the discussion forums

Theme 6: Online activities do encourage engagement

Theme 7: There was no clear indication of what changes students preferred

Theme 8: Students still want to have the recorded lectures

Building from student feedback and feedback from the learning technologists in Griffith College Dublin the author is further developing her product with a focus on making the Moodle page less content heavy. The learning outcomes have been incorporated into the weekly schedule to remove some of the extended content on the page, additional notes and files relevant to e-lectures for the week have been grouped into folders and secondary descriptions have been removed. In Appendix 5.1 is a screen grab of the Week 6 existing Moodle page which can be compared to the revised condensed version in Appendix 5.2.

Challenges in Developing the Product

An emerging challenge for the author was the time constraints. The research was conducted at a time when the students were coming to the end of their syllabus and preparing for revision and exams. The biggest challenge for the author was the fear students had in relation to changing from one product to another one evidenced in the following student comments:

Student 1

"I think the timing of introducing changes mid-semester wasn't great. I felt a bit confused at the beginning and concerned that the recorded lectures with Michael O'Grady had ended and replaced with these shorter lectures. Although the extra material was good to have and helped with studying the topics."

Student 6

"I found the introduction of the changes confusing in the sense that I wasn't sure whether to follow the new format or the video lecture programme which I had been following from the commencement of the course. I tried the first couple of weeks of the new format but found that I didn't have the time to do the two formats. As I had started with the video lectures I decided to continue with this format."

Student 10

"To be honest, I have only watched one of your lectures and one tutorial. I then found out that the old videos were still available and switched back to the old videos for the following three reasons: 1. - I was running behind 2. - I felt comfortable with the old way, 3. - What I find highly useful in the old video's are all the comments made about how the examiner....."

In the next chapter, the author will discuss issues that framed this research.

Chapter 5

Discussion

The author conducted preliminary research of current online learning environments in Ireland and identified what works in the lecture room cannot just be mirrored in an e-learning environment; this is echoed in Gilly Salmon's research and the author concurs that there is no need to duplicate the lecture room, we can improve on the e-learning environment to make it better than the classroom. *(Salmon, 2013)*

The author in her research evidenced through her participants that the majority of the participants actually chose e-learning, not as a desire to be an e-learning student rather it was a necessity, they could not attend a physical classroom and e-learning was the only option. The author believes these students should not be at a disadvantage from an overall learning perspective and the development of her product was aimed at providing students with a similar experience to that of a classroom experience.

While not duplicating the classroom the online environment could still be inclusive of a feeling of community, an ability to interact with other students and a disciplined structure. The author believes this sense of community and classroom experience is achievable through the use of technology as vehicles in which to drive the learning experience in an online environment.

When asked the question why did you choose an e-learning course rather than a traditional classroom setting? Student responses were

Student 1

"Location. Attending classes in Griffith College in the evenings is not an option for me."

Student 2

"Due to location of education providers"

Student 3

"The journey time for the Evening Classes was a very major factor for"

Student 5

"I am now living in UK

Student 6

"Being located in Wexford and work commitments meant that attendance at lectures wasn't really practical."

Student 7

"I live in Cavan and no course was available in the county....."

Student 9

"I work full time and the nearest college offering the course is an hour and a half away"

Student 11

"I chose e-learning as there were no lectures in Galway"

The author is also mindful of the quandary associated with the use of recorded classroom lectures as discussed in Chapter 4 where the author discussed the rationale behind her decision to develop her product. The author conducted an analysis of data collated on Moodle analytics to re-enforce her position in relation to the recorded class lectures being used in an online environment. While the analysis of data from the 9 students participating in the final interview stage reveals 56% of those participants want the recorded lectures from the main campus still available to them whereas 44% have a preference for shorter lectures this was not reflected in the analysis of the Moodle analytics.

A review of the Moodle analytics established that of the total of 42 students actually enrolled in this online course 48% have never actually completely watched a recorded lecture. Figure 10 is an illustration of the level of students completing the recorded lectures. A full breakdown of the Moodle analysis can be reviewed in Appendix 6.1

In the short period the e-lectures were introduced to the online environment while there was only a small increase of 2.2% in the overall level of student activity in relation to the e-lectures the number of students never completely watching an e-lecture was 23.81%; this is illustrated in Figure 11 and a full breakdown of the Moodle analysis can be viewed in Appendix 6.2

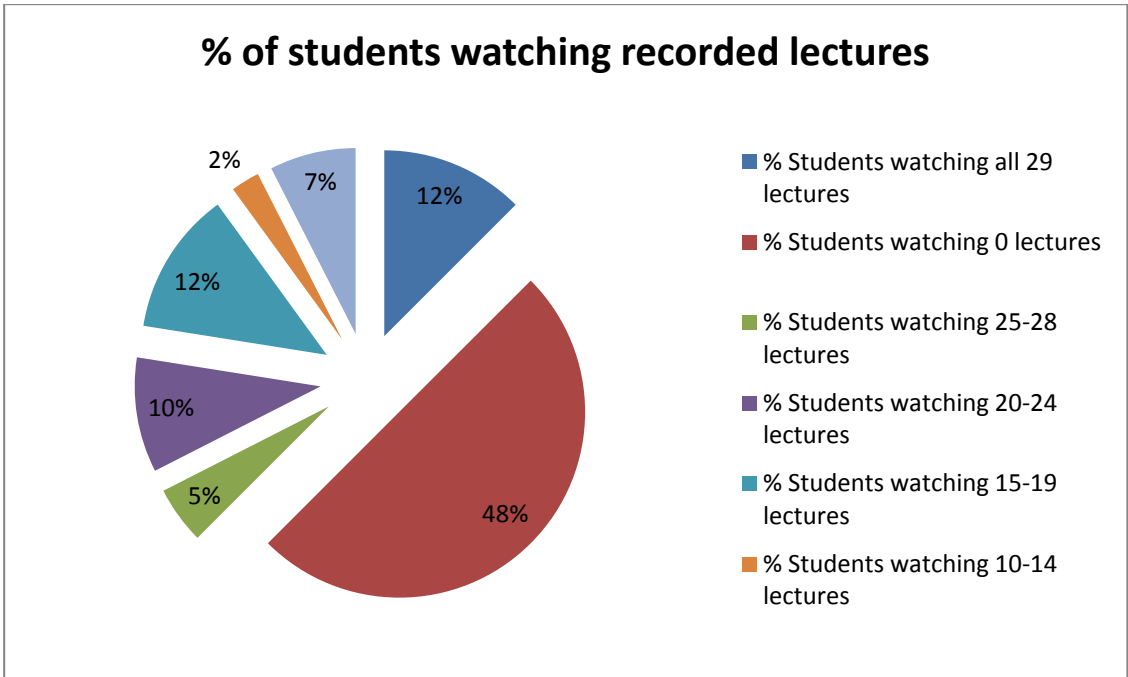


Figure 10 - % of online students watching recorded class lectures

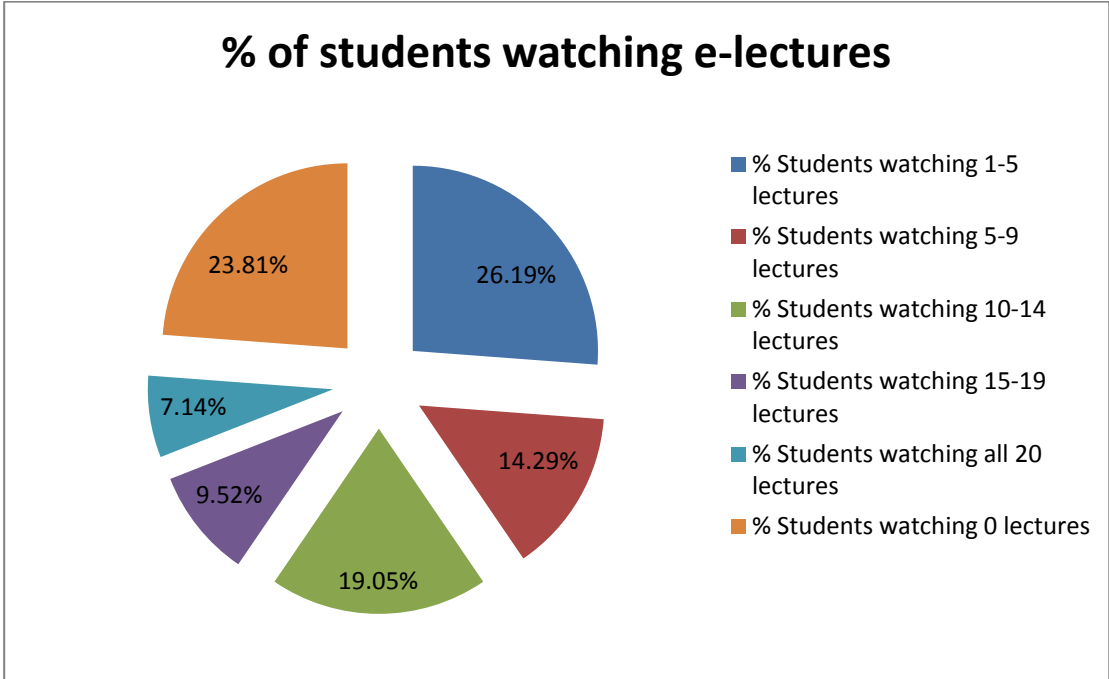


Figure 11 - % of online students watching short e-lectures

Following several weeks where students had the opportunity to access the new online learning environment the author through Phase 2, Student Feedback questionnaire identified that 9 out of 10 students participating in Phase 2 were satisfied with the changes that had been introduced to the online learning environment. Further analysis of this data can be reviewed in Appendix 4.2

The author's research provided evidence that while the weekly discussion forums were not being engaged with, the majority of participants (8 out of 11) did want some form of a discussion group. Through an analysis of the Moodle analytics based on all 42 students participating in this online course, the author identified that 24% of those students did engage in the discussion forums. A full breakdown of the Moodle analysis can be reviewed in Appendix 6.3

The author believes that an initial orientation online chat session at the commencement of the e-learning course would be of benefit to allow students to get to know one another and feel more comfortable about engaging in online discussions with fellow students thereby increasing the level of engagement in this aspect of the online environment. When students were asked the question; "Describe the situation in which you are most likely to participate in online discussions? Some students commented:

Student 5

"If it is a subject I am not sure of and discussion may benefit learning."

Student 6

"If I had something that I needed clarified I wouldn't mind discussing it in an online discussion"

Student 7

"I have never participated in online discussions, perhaps if I knew some of the people I might be more inclined to participate"

Student 8

"I think online discussions would be helpful if you are having trouble"

These are some student comments; further comments are available in Appendix 4.

Given the majority of the accountancy professional online courses run over a very short term students typically do not engage in opportunities to get to know other students, on the other hand through the use of ice-breakers at the early stage of their e-learning course the tutor could assist in bringing the students together to form a discussion or chat room giving the students an opportunity to have a synchronous component within their learning environment.

There is evidence from the research that online activities do encourage students to engage in the course content, participants were asked the following questions; “Do you feel the online activities encourage you to engage in the course content?” Some students commented:

Student 2

“Yes”

Student 4

“Yes. The assignments are a great way to keep me on track and keep up with the pace. I find tutor feedback very encouraging

Student 5

“Yes definitely”

Student 6

“Definitely

Student 8

“They definitely do

Additional detail and analysis emerging from the Qualitative Research with participants can be further reviewed in Appendix 4.1.1.

The evidence from the research shows that online discussion and collaboration although advocated by many writers in the field did not have a strong presence within this course. The author believes that with a synchronous online component to the product a stronger community of learners can be developed, a synchronous online component would enhance the social presence; the research has identified the social presence component as a weak component in this professional accounting e-learning course and further development is required. While many participants were not engaging in the online discussion it is evident from the research that a strong social presence would be achieved through further development and moderation of these discussion forums through live online chat sessions and live online lectures.

The final element of the Community of Learners is the Teaching Presence and how the author has designed her product, her performance as the facilitator and how she instructs the students. There is evidence that knowledge through activity is central to Professional Learning, the author is designing and continuously developing her product incorporating a weekly structure to include activities to stimulate the learner and focus on their aptitude for learning. The author concurs with Beetham & Sharpe in this regard.

“Professional education involves more than the simple acquisition of knowledge and skills.....” (Beetham and Sharpe, 2013, p. 189)

Several themes have emerged from the final interview phase of the research providing evidence that students were encouraged to engage in the course content and while the overall product is liked by students there is scope for improvement and development of the product.

A summary of the themes is set out below however more detailed information and analysis can be found in Appendix 4.3.1.

Theme 1: Students feel changes are beneficial

Theme 2: Students find there is too much content on the Moodle page

Theme 3: Students like the structure of the weekly activities

Theme 4: Students prefer shorter lectures

Theme 5: Students feel weekly workload is sufficient

Theme 6: Students prefer to alternate the assignment and the quiz

Theme 7: Students find the Q & A Revision Forum is beneficial

Theme 8: Students want an online live resource; through adobe connect weekly live lectures

Theme 9: Online live lectures preferred time 60 minutes

The author further established the fact that the quizzes were not being engaged with. Only 13% of students had attempted the quizzes with 7 of the students (17%) never attempting a quiz however only 3 out of the 10 participating students when asked which online activity they would like to see removed selected the quiz.

While the product does require further development overall the feedback from the participants is positive. The author believes the product has contributed to the online

learning environment for the participants as evidenced in comments from participants; some student comments are below and more can be reviewed in Appendix 4.3

Student 1

I would definitely recommend Griffith College and I would definitely recommend this course, the support everything is great.”

Student 5

“before you changed it just takes forever 80, 90 minutes of a lecture, even though they are great lectures you do wander off whereas now I think it is so much better having short layout....”

Student 8

“I did like when you started after Christmas every week it was brilliant, the fact that it was concise, it had to be done now, it was sort of an instant thing.....”

Conclusion

The evidence from the research concludes that the development of the online learning environment for a professional paper was successful however more research is required. The author’s research focused on an online learning environment being delivered through Ireland. The evidence from the research is there is no “one fits all” product; student’s desires and requirements while similar are in essence different. However, the online learning environment developed is comparable to similar products in the market and has been developed in line with best practice. The author believes continued development of the online learning environment and continuously improving the product will further enhance the overall learning experience for students.

Student feedback was positive; while there was an element of critique it was constructive and simply facilitated in the overall development of the final online learning environment now available for this professional paper.

Following this research the author would have the following recommendations in relation to the further development and enhancement of the product:

1. Through the use of adobe connect the introduction of synchronous live lecture sessions. All of the 9 students participating in the final interview phase would like the introduction of live lectures
2. Slim down the Moodle Page
3. Further, develop the discussion forum, incorporating a student introduction and only have one main discussion forum
4. Revision section to be updated with revision e-lectures to ensure continuity of the product

The author, through her research of best practice and feedback from students, has identified the need for a live online e-learning product. The author is using this research to continue to develop and further enhance her product however further research is required to ascertain the viability of a live online product to further enhance the current online environment.

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Appendix 1

Research Information Sheet

My name is Tara Cheevers and I am conducting a study to identify whether or not “**Asynchronous online learning methods encourage student engagement and contribute to learning?**” in part fulfillment of my MA in Teaching & Education in Griffith College Dublin. I work in Griffith College as an online Tutor for several ACCA & CPA subjects and also lecture on campus in the city center facility. I also run my own Accountancy & Personal Insolvency Practice.

The study will investigate students within the CPA P1 Managerial Finance module in terms of their interaction and engagement with the asynchronous online teaching methods and the overall contribution to their knowledge. The purpose of the research is to identify methods of increasing student engagement in a professional accountancy course through the use of asynchronous online teaching. The main questions this research aims to answer are:

- 1. How can asynchronous online teaching activities influence learning?**
- 2. In what way does asynchronous online learning activities affect student engagement?**
- 3. Which asynchronous online teaching activities most impact on student engagement and learning?**

You have been invited to take part in this research because you are a student in the CPA P1 Managerial Finance module. I am interested in hearing your view about your experience of undertaking an online course. Your participation is entirely voluntary, and you are under no obligation to take part in this inquiry. Furthermore, if you wish to withdraw from the study at any point prior to the analysis stage of the research please feel free to do so. You can also be assured that all information you share with me will be treated with the utmost confidentiality and your comments/contributions will be portrayed within the final research document anonymously.

As part of this research, you will be requested to complete a questionnaire at the commencement stage of the research. Over a period of three months, changes will be introduced to the current CPA P1 Managerial Finance online course and you will be asked to provide written feedback, a feedback form will be circulated for completion. Some students may also be asked to take part in individual interviews with me.

The benefits of taking part in this research are the enhancements to your current CPA P1 Managerial Finance online course and the fact that you will have been involved in the introduction of new or enhanced online activities to increase your overall online learning experience.

Once I have completed the research and defended same in my MA, I give you my personal assurance that I will destroy all recordings, notes, and transcripts. In the meantime, all information will be stored on my laptop, with backup to an external hard drive both of which will be encrypted.

Griffith College Dublin granted permission for this research in November 2015.

Please feel free to contact me at tara@aco.ie or + 353 87 6016012, at any time if you have any questions regarding this inquiry.

Many thanks



Tara Cheevers

Appendix 2

Research Consent Form

I have read the attached information letter, which explains the research aimed at identifying whether or not ***“Asynchronous online learning methods encourage student engagement and contribute to learning?”***

I understand that the letter is asking me to participate in this study.

I understand that all the information gathered will be kept strictly confidential and that my name will not be included in any reports.

I understand that at the interview stage my contribution will be recorded, but that transcripts will be anonymised.

I understand that participation is voluntary and that I am free to withdraw my consent at any time up until the data analysis phase.

I understand that this research will be published in the form of a Masters dissertation and, where possible, in appropriate journals, or presented at appropriate conferences.

- I AGREE** to take part in the above research
- I AGREE** that I have not been coerced in any way to take part in the above research.

Print Name: _____

Signature: _____

Date: _____

Please feel free to contact me at tara@aco.ie or + 356 87 6016012, at any time if you have any questions regarding this inquiry.

Appendix 3

Appendix 3.1

E-learning Product Moodle Layout Pre-Changes page 1 of 6

CPA - P1 Managerial Finance Introduction Page

I am Tara Cheevers and I will be your tutor for the coming year. Firstly I wish you all the very best in your studies and every success with your Exams. I am here to help you to achieve that. Please let me know if you have any questions or need assistance.

With all E Learning courses you as a student are expected to put in the time and effort. While I am here to help, most of the work is down to you and your commitment to the course and to succeed. It is important that you start as you mean to go on. I will have a month by month course schedule and it is important that you keep in line with this.

For those of you doing the E Learning course and using the online videos please understand that while some of these would have been recorded in the past and on occasion refer to last year they are 100% relevant to this year and cover the same syllabus.

If you find you are having difficulty with a particular part of the course please don't hesitate to contact me for assistance.


Mock Exams - Students can choose which subject to attempt on a date that best suits them - 12th, 13th & 14th of April 2016 from 6:15 to 9:25.

Revision 2016 - Saturday 27th February 10:00 - 5:00, Saturday 12th of March 9:30 - 5:30 and Sunday 13th March 10:00 - 5:00




 Welcome & Introduction (3:26 Minutes)  Edit- 

Attached is a short introduction & welcome recording

 Link to CPA Website  Edit-























 MF P1 Syllabus 2015-2016  Edit- 

 MF P1 Past Paper Analysis  Edit- 

 P1 MF Past Papers  Edit-

Attached are the Exam Papers from April 2009 - April 2015

E-learning Product Moodle Layout Pre-Changes page 2 of 6

-
- | | |
|--|--|
|   Examiners Articles  | Edit  |
| <p>Attached are some articles which are relevant to your studies</p> | |
|   Educators Briefing  | Edit  |
| <p>Attached is the most recent briefing from the Examiner</p> | |
|   Study & Assignment Timetable  | Edit   |
| <p>Attached is a suggested assignment time table. I have broken the course down by Chapter in the Manual and by the relevant Syllabus Area that is being covered. Each week I will post the relevant topics that you will be covering in conjunction with the part-time lectures being recorded at the main campus.</p> <p>Please note the first lecture is not being recorded until Saturday the 19th of September 2015, the lectures will be uploaded to moodle within 2 days of being recorded.</p> | |
| <p>.</p> | |
|   News forum  | Edit  |
|   Timetable for Main Campus Part-Time Lectures  | Edit   |
-

E-Learning Support











Dear Students,

Below you will find an E-tutorial on the use of Moodle and an E-learning guide. I'd recommend you refer to both of them to get the very best from your E-learning course.

Kind regards,

Griffith E-learning Support



- | | |
|--|--|
|   Getting the most from your e-learning course  | Edit   |
|   E-Learning Support Tutorial (3 minutes)  | Edit   |

E-learning Product Moodle Layout Pre-Changes page 3 of 6

Week 1

Online Lectures & Lecture Notes:

Outline of what we will be covering in this session.

In **week 1** we will cover the following Topics:

Aims and objectives of profit seeking and non-profit seeking organisations
Inter-relationship between financial management, management accounting and financial accounting
Interests and influence of key stakeholder groups
Ethics and corporate governance issues in Managerial Finance
You have access to the main campus part-time lectures which are recorded over a number of days during on campus sessions and uploaded onto moodle.

Recorded Lecture:

Your first recorded lectures will be posted on moodle within 2 days of being recorded; these are being recorded on Saturday the 19th of September 2015. Please note this lectures are to be watch over the next 4 weeks in conjunction with my weekly schedule. Each week when I put up the weekly schedule I will highlight which video lecture I want you to watch.

Reading:

For this week please review chapters 1 & 2.

Students will need to have their manuals as the recorded lectures will use the manual, it may not be in the order of the chapter however Michael will let you know what section of the manual he is currently working on. I will also post some supplementary notes in PDF and I would recommend you read these prior to watching the Lectures.

Activities:

Students should try past exam questions, all past papers can be downloaded from moodle, these are all in a blue folder in the introduction section.

Once you have completed the reading, viewed the online lectures & completed the activity, then you have completed Week 1 of your CPA P1 MF E-Learning Course.

- | | |
|---|-------------------------------------|
|  Session 1 Part 1 - Introduction to Managerial Finance (79:14 Minutes) | <input type="checkbox"/> |
|  Session 1 Part 2 - Investment Appraisal (79:42 minutes) | <input type="checkbox"/> |
|  Session 1 Part 3 - Question Investment Appraisal / Cash-flows (76:39 Minutes) | <input type="checkbox"/> |
|  Financial Management Function Notes | <input checked="" type="checkbox"/> |
| Attached are supplementary notes relating to the Financial Management Function | |
|  Management & the achievement of stakeholders objectives | <input type="checkbox"/> |
|  Quiz 1 | <input checked="" type="checkbox"/> |

This quiz is provided for the purpose of your learning. You may complete it as often as you wish and use it for revision.



Week 2 & 3

Online Lectures & Lecture Notes:

Outline of what we will be covering in this session.

In **week 2 & 3** we will cover the following Topics:

Time Value of Money, present values of cash flows, use of Present Value and Annuity Tables.
Identification of relevant cash flows
Non-financial factors relevant to investment decisions.
The role of costing in non manufacturing sectors
Investment appraisal techniques including: – Net Present Value – Adjusted Present Value –
Internal Rate of Return – Payback

Recorded Lecture:

Your first recorded lectures will be posted on moodle within 2 days of being recorded; these are being recorded on Saturday the 19th of September 2015. Please note this lectures are to be watch over the next 4 weeks in conjunction with my weekly schedule. Each week when I put up the weekly schedule I will highlight which video lecture I want you to watch.

Reading:

For this week please review chapters 3.

Students will need to have their manuals as the recorded lectures will use the manual, it may not be in the order of the chapter however Michael will let you know what section of the manual he is currently working on. I will also post some supplementary notes in PDF and I would recommend you read these prior to watching the Lectures.






Activities:

There is a short quiz to be completed.
















Students should try past exam questions, all past papers can be downloaded from moodle, these are all in a blue folder in the introduction section.

Once you have completed the reading, viewed the online lectures & completed the activity, then you have completed Week 2 & 3 of your CPA P1 MF E-Learning Course.




-   [Investment Appraisal Notes](#)  Edit  
- Investment Appraisal Notes Supplementary Notes - I recommend you use these notes to review Investment Appraisal prior to attempting the Assignment.


There are several examples and also some examples for you to try, the solutions for the examples are seperate.


Please try the examples on the handout before you download the solutions.
-   [Investment Appraisal Example Solutions](#)  Edit  
-   [Assignment 1 Question](#)  Edit  
-   [Assignment 1](#)  Edit  


Assignment 1 can be uploaded here - due date for submission 05/10/2015


E-learning Product Moodle Layout Pre-Changes page 5 of 6

- ▶  [Video Lecture Recording Schedule](#) Edit

Attached is the timetable for the main campus part-time lectures. This will give you the dates the actual lectures will be recorded. MF is in pink and the recorded lectures will be uploaded within 2 days.
- ▶  [Quiz 2](#) Edit

This quiz is available to you to measure your learning. You may retake it as often as you like and use it for revision
- ▶  [Session 2 Part 1 - Cashflow question and Taxation](#) Edit

(89:19 Minutes) [↗](#)
- ▶  [Session 2 Part 2 - NVP Question / Working Capital Management](#) Edit

(56:50 Minutes) [↗](#)
- ▶  [Session 2 Part 3 - Working Capital / Cash Budgets](#) Edit

(103:46 Minutes) [↗](#)

Week 4 & 5

Online Lectures & Lecture Notes:

Outline of what we will be covering in this session.

In **week 4 & 5** we will cover the following Topics:

NPV & Taxation
Working Capital Management
Cash Budgets

Recorded Lecture:

The second set of recorded lectures will be posted on moodle within 2 days of being recorded; these are being recorded on Saturday the 17th of October 2015. Please note these lectures can be watched over a 3 to 4 week period. Please continue to work through the investment appraisal videos and relevant chapter in your manual.

Reading:

Chapter 4, 5 & 8.

Activities:

Students can re-do [quiz 1](#) & [2](#) as many times as they want.

[Assignment 2](#) is due for submission on the 14th of October 2015, please upload to the submission point below.

Students should try past exam questions, all past papers can be downloaded from moodle, these are all in a blue folder in the introduction section.

E-learning Product Moodle Layout Pre-Changes page 6 of 6

Once you have completed the reading, viewed the online lectures & completed the activity, then you have completed Week 4 & 5 of your CPA P1 MF E-Learning Course.



  [Assignment 1 Tutorial \(11:36 Minutes\)](#)  Edit 

Attached is a tutorial working through assignment 1

  [Assignment 1 Tutorial Solution](#)  Edit 

Assignment 1 Tutorial Solution Excel workings

  [Assignment 2](#)  Edit 

Attached is Assignment 2 Question. Your assignment is due on the 14th of October 2015. Please submit to the submission point below.

  [Assignment 2 Submission Point](#)  Edit 

Please upload [Assignment 2](#) here.

Appendix 3.2

E-learning Product Moodle Layout Post Changes page 1 of 4

Hi & welcome to your E Learning Course. In 2016 we are making some changes to your E Learning environment.

Moving forward in to 2016 every Friday you will receive an email notifying you that your activities for the week have been posted on moodle as are ready for you to complete.

Each week you will have a brief summary of the learning outcomes relevant to that week along with a number of activities/tasks to be completed.

All activities will have a time beside them; this will refer to the length of the E Lecture or the Tutorial or will be the recommended time you need to spend on the activity.

The following is the order in which you should complete your weekly activities:

1. Read the relevant chapter in your manual.
2. Watch the short E Lecture – this will cover the key areas of the topic we will be covering, some weeks this may be broken down into 2 E Lectures.
3. Watch the Tutorial/s and work through the question/s covered in the Tutorial/s. Depending on the complexity of the topic there may be more than one tutorial.
4. Try the Quiz. The quiz will be based on multi choice questions and is aimed at testing your knowledge of the topic. You can attempt the quiz as often as you like. At the end of the quiz you will get your score, these scores are private and accessible only by each student individually.
5. Review the discussion forum for the week, add your comments where relevant and also view comments from other students. There will be a separate discussion forum for each week and will only relate to that weeks topic. The discussion forum is a learning tool that can be very useful to students, some weeks you may not have comments to add however you can learn from comments made by other students and I would encourage you to use this valuable tool.
6. Complete your assignment questions and submit it for correction and feedback.

E-learning Product Moodle Layout Post Changes page 2 of 4

Below is a sample layout of the weekly schedule:

Task/Activity	Detail	Timeframe
1	Read Chapter X	20-30 minutes
2	(a) E Lecture	20 Minutes
	(b) E Lecture Part 2	15 Minutes
3	(a) Question 1 Tutorial	10 Minutes
	(b) Question 2 Tutorial	15 Minutes
4	Do Quiz	15-30 Minutes
5	Read/post comments to discussion forum	15 Minutes
6	Complete Assignment & Submit	30 Minutes
	Total Weekly Time allocation	2- 3 Hours



Week 1 - 2016

Online Lectures & Lecture Notes:

Outline of what we will be covering in this session.

In **Week 1 2016** we will cover the following Topics:

Business Valuations

Recorded Lecture:

[E Lecture Business Valuations \(12:18 Minutes\)](#)

[Tutorial 1 Business Valuation Question \(10:39 minutes\) Day Limited](#)

[Tutorial 2 Business Valuation Question \(10:17 minutes\) B Plc](#)

Recommendation is to watch the E Lecture and then watch the Tutorials and then attempt to work through the questions yourself.

Reading:

Business Valuation Chapter & Notes uploaded on Moodle.

Activities:

See attached activity list.

Once you have completed the reading, viewed the online lectures & completed the activity, then you have completed Week 1 2016 of your CPA P1 MF E-Learning Course.

Learning Outcomes

Upon completion of this session learners will be able to:

Demonstrate a clear understanding of Business Valuations

Apply, evaluate and compare common business valuation methods




Critically assess & evaluate due diligence procedures

Critically assess & evaluate defence tactics procedures



 [Week 1 Activity Schedule](#)  [Edit](#) 

Attached is your Activity Schedule with recommend time frames.

 [Introduction Video for New 2016 E Learning Platform](#) [Edit](#) 
(7:17 Minutes) 

Attached is a short video which goes through the upcoming changes to your E Learning course. If you have any queries please don't hesitate to contact me.

 [2016 E Learning](#) [Edit](#) 

Attached are the notes used in the introduction video for the new 2016 E Learning platform.

 [E Lecture Business Valuations \(12:18 Minutes\)](#) [Edit](#)  

Attached is a short E Lecture covering Business Valuations.

E-learning Product Moodle Layout Post Changes page 4 of 4

	Notes to Accompany E Lecture - Business Valuations	Edit
	Tutorial 1 Business Valuation Question (10:39 minutes)	Edit
	Attached is a Tutorial Working through a question - Day Limited	
	Excel Workings for Tutorial 1 Day Limited	Edit
	Tutorial 2 Business Valuation Question (10:17 minutes)	Edit
	Excel Workings for Tutorial 2 B Plc	
	Assignment 6	Edit
	Attached is the question for assignment 6 - due date for submission is 15th January 2016.	
	Assignment 6 Submission Point	Edit
	Please upload your assignment here.	
	Assignment 5 Solution Workings	Edit
	Quiz 5	Edit
	This quiz is provided for the purpose of your learning. You may complete it as often as you wish and use it for revision.	
	Week 1 2016 Discussion Forum - Business Valuations	Edit

Activities:

Task/Activity	Detail	Timeframe
1	Read Chapter in Manual & Notes on Moodle on Business Valuations	30-45 minutes
2	Watch E Lecture Business Valuations	15 Minutes
3	(a) Question 1 Tutorial (b) Question 2 Tutorial	15-30 Minutes 15-30 Minutes
4	Do Quiz	15-30 Minutes
5	Read/post comments to discussion forum	15 Minutes
6	Complete Assignment & Submit	30 Minutes
	Weekly Time allocation	2- 3 Hours

Appendix 4

Appendix 4.1

Research Questionnaire

(All questions are to be answered in relation to participation in your E-Learning Course)

- Q1.** Why did you choose an E-Learning course rather than a traditional classroom setting?
- Q2.** Describe the situation in which you are most likely to participate in online discussions?
- Q3.** Comment on whether or not you feel the online discussion is a trigger to encourage you to engage in the course content and activities?
- Q4.** Discuss your current level of engagement in the online activities?
- Q5.** Do you feel the online activities encourage you to engage in the course content?
- Q6.** Do you or would you be interested in online discussions which allow collaboration with other students?
- Q7.** How do different online teaching methods influence how you interact with course material?
- Q8.** Do you feel the discussion forum is of value and do you learn from it?
- Q9.** Which online activity do you find the most beneficial in your contribution to your online learning?
- Q10.** What are the downsides of E-Learning and how can your current E-Learning course be enhanced to ensure you engage more and learn more?

Appendix 4.1.1

Emergent Themes from Qualitative Research with Students - Initial Questionnaire

Theme	Student	Key Qualitative Data	Author Analysis
Theme 1: Students choose e-learning out of necessity	Student 1	<i>Location. Attending classes in Griffith college in the evenings is not an option for me.</i>	Due to location, student can't attend class
	Student 2	<i>Due to the location of education providers. The nearest provider for me is in Galway and I felt that the distance was a barrier however I think I will need classroom lectures for the P2 level.</i>	Due to location, distance is a barrier for the student
	Student 3	<i>The journey time for the Evening Classes was a very major factor for me and since I enrolled for P1 modules I secured an Internship with an Accountancy Firm so I am working 9+ hrs a day – so finding the time to study is even more difficult</i>	Location was a major factor due to work commitments for the student
	Student 4	<i>E-learning permits me to “attend” lectures in my home. I save travel time and get to choose when I “attend”. Furthermore, I can view the lecture over and over.</i>	Student likes to attend at home
	Student 5	<i>I am now living in UK therefore the only way to get the benefit of lectures and ‘almost’ a classroom setting was to register for E-learning. I do prefer a classroom environment but E-learning works for me at this time.</i>	Due to location, would prefer a classroom setting.
	Student 6	<i>Being located in Wexford and work commitments meant that attendance at lectures wasn't really practical.</i>	Due to location, attendance at class was not practical for student
	Student 7	<i>I live in Cavan and no course was available in the county. The e-Learning was the only viable option.</i>	Due to location, e-learning only viable option for student
	Student 8	<i>I chose e-learning because I am a working mother with children in school & college so it was convenient to organise my study around my current work/home situation. I had also participated in distance learning's years ago so I knew that it was possible to succeed with this type of study.</i>	Work/live schedule, a previous distance learner, and student knows she can succeed with this type of study.
	Student 9	<i>I work full time and the nearest college offering the course is an hour and a half away which was not feasible.</i>	Due to location, travel time to class not feasible for student
	Student 10	<i>Avoiding a long commute, To be flexible, attending the lectures at times it suits me.</i>	Location, long commute, student wanted e-learning for flexibility
	Student 11	<i>I chose e-learning as there were no lectures in Galway and Dublin was too far away to travel as working full time.</i>	Location, no classes in their area for student
Theme 2: Online discussion forum is not really working	Student 1	<i>Most likely not.</i>	Student said no
	Student 2	<i>I think during revision sessions.</i>	Student would use during revision
	Student 3	<i>Working through Past Paper Questions</i>	Student would use when working on Past Papers
	Student 4	<i>I would participate if I was giving or seeking a review of a particular course or tutor/lecturer. I would use online discussion the same way I would use say Trip Advisor</i>	Student said no
	Student 5	<i>If it is a subject I am not sure of and discussion may benefit learning.</i>	Student would use if the discussion was likely to benefit learning
	Student 6	<i>If I had something that I needed clarified I wouldn't mind discussing it in an online discussion although I would probably prefer to address such questions directly to a lecturer.</i>	Student would use If they needed clarification
	Student 7	<i>I have never participated in online discussions, perhaps if I knew some of the people I might be more inclined to participate at the moment it does not cross my mind to communicate in that way.</i>	Student never has but if student knew some participants they would
	Student 8	<i>I think online discussions would be helpful if you are having trouble with understanding a particular area of the course or in relation to answering questions set as assignments.</i>	Student would find this helpful if they were having trouble understanding a particular area
	Student 9	<i>If I found a particular topic difficult I may seek advice or help on the issue.</i>	If student found a topic difficult they may seek advice

	Student 10	<i>I haven't and would not really participate in online discussions. I can see the value and would like some, however, time is spare and it is hard enough to fit it the study as is. It would be very valuable if there was a possibility to chat with the Tutor online in case you have specific questions. This could be 1:1 or in a group if more students would have similar questions.</i>	Student not really participating but sees the value but does not have the time
	Student 11	<i>If a question was asked to me personally and each student was also asked.</i>	The student would use if they were personally asked a question & all other students were asked also.
Theme 2: Online discussion forum is not really working	Student 1	<i>Student did not answer this question</i>	No comment from student
	Student 2	<i>I do think that online discussions would be of benefit especially when areas/items that you are weaker in are being discussed.</i>	Student not specific
	Student 3	<i>It would depend on the subject matter of the online discussion</i>	Student not sure
	Student 4	<i>I would participate if I was giving or seeking a review of a particular course or tutor/lecturer. I would use online discussion the same way I would use say Trip Advisor</i>	Student not specific
	Student 5	<i>Yes, it is a trigger to engage on the course, makes you think deeper about study rather than just textbook learning.</i>	Student felt it was a trigger
	Student 6	<i>I haven't used the online discussion much so it is difficult for me to assess it's benefits but at the same time it is good to know that it's there and I would think it could be viewed as another way of engaging with others doing the same subjects and reducing the sense of separation you might feel as a non-classroom student</i>	Student not specific
	Student 7	<i>For me, it has no impact as I have never engaged with it.</i>	Student felt the online discussion had no impact
	Student 8	<i>Yes, I think the online discussion would definitely encourage you to log on more frequently. The nature of the study means that you can leave lectures and watch them all together which can also be ok but can leave you playing catch up. If there were discussions you might be more inclined to stay on track and watch lecture as they are posted.</i>	Student felt it was a trigger
	Student 9	<i>I don't think for me that the online discussion is a trigger to engage in course content. I do find it interesting to read what other students have to say but it would not influence my participation with the course activities.</i>	Student felt it was not a trigger
	Student 10	<i>Not as I don't participate in the online discussions.</i>	Student felt it was not a trigger
	Student 11	<i>Yes, I would be interact more if there were others commenting.</i>	Student felt it was a trigger
Theme 3: Students engage in activities in different ways	Student 1	<i>None – other than what is asked of me from the college/tutors</i>	Student just does what is asked of them
	Student 2	<i>I am studying 2 subjects this time and at present I am watching the recorded lectures and completing the assignments.</i>	Student is doing two subjects so they are just watching recorded lectures and doing the assignments
	Student 3	<i>At present, the only time I have is to watch the Videos do the assignments and print any new articles/notes posted by tutors</i>	Student only has time to watch the videos and do the assignments and would print notes or articles posted by the tutor
	Student 4	<i>I conscientiously watch all the videos and complete the assignments. The discussion forum is not active. As stated before I would really only use the discussion forums for review.</i>	Student watches all the videos and completes all the assignments
	Student 5	<i>I have kept up to date with the lectures, I have fallen down with assignments due to work pressure but the benefit of the course is that I can look at the assignments in my own time.</i>	The student has kept up to date with all lectures but has fallen behind with assignments, however, is happy that they can look at them in their own time.

	Student 6	<i>I use moodle for the lectures, notes, tutorials, assessments and other content put up by the lecturers. I find the e-learning a big help and much more beneficial than the traditional books only approach. I did all of F1 and some of F2 this way and it was much more difficult and you wondered sometimes if you were on track at all.</i>	Student uses moodle for lectures, notes, tutorials, assignments and all other content put up by the tutor.
	Student 7	<i>I work through the videos 2 evenings a week I also try to work through the questions piece by piece. On a very good week, I give perhaps 10 hours on a bad week 2 hours.</i>	Student works through all the videos and works through question if they have sufficient time
	Student 8	<i>I presume this means the online quizzes, I'm ashamed to say I haven't completed any of them. I am hoping to revise a little over Xmas and complete them then.</i>	Student has not looked at any of the quiz's
	Student 9	<i>I watch the lectures and read the notes. At present, I have fallen behind on watching the tutorials. I have not contributed to the online discussion.</i>	Student watches lectures and reads the notes, they have watched some tutorials but have fallen behind
	Student 10	<i>Watching the lectures, attempting the quiz questions.</i>	Student watches lectures and attempts the quiz
	Student 11	<i>I find it difficult to catch up as was late joining up and had missed assignments.</i>	Student was late taking up the course and has missed some assignments
Theme 4: Students felt the online activities encourage them to engage	Student 1	<i>Student did not answer this question</i>	Student did not answer
	Student 2	<i>Yes</i>	Student said yes
	Student 3	<i>Not particularly</i>	Student said not particularly
	Student 4	<i>Yes. The assignments are a great way to keep me on track and keep up with the pace. I find tutor feedback very encouraging. The videos bring the manuals to life, but are time-consuming</i>	Student said yes, assignments are a way to keep them on track
	Student 5	<i>Yes definitely</i>	Student said yes, definitely
	Student 6	<i>Definitely – I find the lectures are a big help in understanding and explaining the course content.</i>	Student said definitely
	Student 7	<i>The only activities I do online are the quiz's and YES I find them very helpful in remembering the information.</i>	Student said yes the quiz's help them remember the information
	Student 8	<i>They definitely do as you need to recap on the content in order to complete them.</i>	Student said they definitely do
	Student 9	<i>The online activities provide a manageable schedule for covering the course content on a weekly basis. By keeping up with the activities the workload is very manageable.</i>	Student finds the online activities help them to cover the weekly content and keep the workload manageable
	Student 10	<i>Not as I don't participate in the online discussions.</i>	Student said no as they do not participate in the online discussion
	Student 11	<i>Yes</i>	The student said yes.
Theme 5: Student perception of online discussion and collaboration	Student 1	<i>Not really</i>	Student not interested
	Student 2	<i>Yes</i>	Student would be interested in this
	Student 3	<i>Could be an interesting addition to the learning process</i>	Student thinks it could be an interest addition to the learning process
	Student 4	<i>No, as I would only be sidetracked, by wasting time. Collaboration by dividing up the course and producing model answers or summaries for study areas only work if everybody makes a strong contribution. The manuals I feel are sufficient.</i>	Student, not interested feels it would be time wasting
	Student 5	<i>Yes, I think that would be beneficial to get different perspectives – when I studied at Griffith in Cork a few years back it helped to discuss the subjects during breaks and when we met weekly.</i>	Student feels this would be very beneficial
	Student 6	<i>Yes, I think that sometimes you need to know that others are finding similar problems to you with the course material and sometimes another person can point you in the right direction with a comment or view.</i>	Students feel it would help to see if other students were finding similar problems

	Student 7	<i>Might give it a go don't know if I'd be interested as I have never tried this form of communication.</i>	Students would be willing to try it but not sure if they would be interested
	Student 8	<i>Yes I would</i>	Student would be interested in this
	Student 9	<i>I have always found that I work best on own. When studying for my degrees I followed this practice and I feel it best suits me and my way of studying.</i>	Student prefers to work better on their own
	Student 10	<i>Not really, I haven't and would not really participate in online discussions. I can see the value and would like some, however, time is spare and it is hard enough to fit it the study as is. It would be very valuable if there was a possibility to chat with the Tutor online in case you have specific questions. This could be 1:1 or in a group if more students would have similar questions.</i>	Student not interested
	Student 11	<i>Yes it would be great to get in contact with others to see how they are getting on.</i>	Student feels it would be great to be in contact with other to see how they are getting on
Theme 6: Students interaction with the course materials	Student 1	<i>Student did not answer this question</i>	No comment from student
	Student 2	<i>I would feel that the presentation style of the lecturer is very important</i>	Student preferred presentation style of lecturing
	Student 3	<i>As with any teaching method the more engaging and prepared the tutor is the more interest you have in the subject, the more you want to go beyond the basics and engage with all the material available whether on moodle or the CPA website.</i>	Student felt tutor preparation and engagement was influential
	Student 4	<i>My favourite method is learning through doing the tutor assignments, and past exam questions. Videos add an extra dimension over and above the manual. For me watching the videos burns up time, although they are useful for fleshing out a topic. I feel reading the manuals and doing the online assignments is adequate for me.</i>	Student felt assignment were influential
	Student 5	<i>I really like the online lectures referring back to the manual, last year I did distance learning without lectures which felt more like textbook learning hence I didn't pass the exam.</i>	Student felt video lectures were influential
	Student 6	<i>In general, I have found all of the online lectures to be very beneficial in helping me to understand the course material. Also, the timing and scheduling of the lectures help me to keep track of where I'm at in relation to getting the course covered, revision etc.</i>	Student felt video lectures were influential and time schedule
	Student 7	<i>I like plenty of slow working examples that slowly build on the concepts being studied. If I can follow the logic I engage very well if I get lost along the way I lose interest and don't engage. The videos are great but they work through the material very quickly I have to move slower so I keep stopping and starting the video. The quizzes are a good memory tool simple to use and very effective as you get your result instantly.</i>	Student felt videos were influential however they were too fast but quizzes were beneficial as a memory tool
	Student 8	<i>The subjects where assignments are posted regularly are the subjects that tend to get priority. It is all too easy to put lectures on the long finger when you know you don't have to complete an assignment.</i>	Student felt assignment were influential
	Student 9	<i>I focus on the recorded lectures and I have developed a method of note taking while watching the lectures which I find beneficial when it comes to revising a topic.</i>	Student felt video lectures were influential
	Student 10	<i>I think it makes me more inquisitive i.e. I regularly use the internet to find additional information on items in the syllabus</i>	Student used additional online method such as internet searches
	Student 11	<i>I find the notes and assignment questions good. I find the lectures are too long to sit and watch but good content.</i>	Student felt assignment were influential
Theme 7: The discussion forum is not being used		Q8. Do you feel the discussion forum is of value and do you learn from it?	
	Student 1	<i>I don't participate in the discussion forum</i>	No

	Student 2	<i>I think it would be of benefit but it would depend on the participation level</i>	Student feels it would be beneficial
	Student 3	<i>Have yet to engage in a discussion forum so could not comment either way</i>	Student could not comment
	Student 4	<i>I have not participated in a discussion forum, and probably wouldn't participate, except for reading or giving reviews.</i>	Student not interested
	Student 5	Yes	Yes
	Student 6	<i>As I mentioned above I have only used it a bit to send a question or two but I can see how it would be beneficial and it does give an avenue to engage with other students that you wouldn't have otherwise.</i>	Students can see how it can be beneficial
	Student 7	<i>At the moment NO as I have never used it.</i>	No
	Student 8	<i>I don't know if I'm missing anything Tara but I haven't been aware of a discussion forum!</i>	Student was not aware there was a discussion forum
	Student 9	<i>I do find it interesting to hear what other students have to say but I don't feel I learned anything in particular from it.</i>	Student found it of value but did not find they learned from it
	Student 10	<i>Not at the moment.</i>	No
	Student 11	<i>No discussions to look at</i>	No
Theme 8: Identification of online activities students finds of most benefit to them	Student 1	<i>Student did not answer this question</i>	Student did not comment
	Student 2	<i>The 10-minute work through an assignment question is very beneficial</i>	Student preferred the 10-minute assignment tutorials
	Student 3	<i>Student did not answer this question</i>	Student did not comment
	Student 4	<i>Doing the assignments and getting tutor feedback</i>	Student preferred the assignments and tutor feedback
	Student 5	<i>Online lectures referring to the textbook and referring to past exam questions.</i>	Student preferred the online lectures
	Student 6	<i>The online lectures.</i>	Student preferred the online lectures
	Student 7	<i>The tutorial videos are the most beneficial as it delivers the course material.</i>	Student preferred the tutorials
	Student 8	<i>I would have to say that the lectures are most beneficial. All of the lecturers explain the materials very well so by being able to watch them over again definitely helps me.</i>	Student preferred the lectures
	Student 9	<i>I find the tutorials which work through questions to be very beneficial. The solutions are worked through in a concise and clear manner. I find this to be a valuable aid to my studies.</i>	Student preferred the tutorials
	Student 10	<i>Watching the recorded lectures. Also, I tend to spend more time on the lectures than the nominal time of the lecture because of doing exercises myself first and check with the video afterward and also take proper notes. Herewith I am running behind during the year but I am making up towards the end of the year. This worked well for me last year</i>	Student preferred the lectures
	Student 11	<i>Assignments, notes & tutorials.</i>	Student preferred the assignments & tutorials
Theme 9: Downsides of E-Learning	Student 1	<i>I prefer the discipline and structure of attending classes and I miss the interaction with others in the class. If it were an option for me to attend lectures and have the online lectures available for revision that would be my preferred choice. For the next subjects, I will look to see if that option is available to me.</i>	Student preferred the discipline and structure of attending a class.
	Student 2	<i>The downside is the time lapse in the sense of it is not live but that is done for editing purposes. The fact that you cannot get an answer there and then if you have any queries.</i>	Student found the time lapse in recorded lectures because they were not live
	Student 3	<i>When Tutors post Lecture details for upcoming classes only the Video sessions you watch are a couple of years old so you feel excluded from the class discussions – All videos posted should relate to the 15/16 academic year (this does not relate to Managerial Finance)</i>	Student found some of the recorded lectures were old and they felt excluded from the class discussion

	Student 4	<i>The videos are very long and are a rehash of the manuals. The only benefit I see is the fact that they bring the manuals to life. E-learning through assignments and feedback is the way to go for me personally</i>	Student found videos very long and was just a rehash of the manuals
	Student 5	<i>With e-learning it's quite easy to stop focussing I find I am sometimes watching a lecture and half way through noticed how dusty the house is and get the duster out.....it's very easy to get distracted whereas in a classroom you completely focus with no distractions. I am teaching myself to forget what's around me and to just concentrate. That really isn't a reflection on the course, it's something I have to train myself in. The course itself is great and the lectures are engaging.</i>	Student found it was very easy to lose focus, the videos were very long and half way through you would start to notice how dusty the house was and they were easily distracted
	Student 6	<i>The only real downside that I can see is that your engagement and collaboration with other students is probably not on a par with what you would get in a classroom situation. Having said that the benefits for me with the availability of e-learning far outweigh any negatives.</i>	Student felt that the engagement and collaboration with other students was not on a par with what you would get in a classroom
	Student 7	<i>E-Learning needs personal motivation and discipline to allocate the time to cover the review the material <u>on your own</u>. For me, I started in September very determined but by the end of October I was struggling big-time and taught of giving up! I think when you reach a crisis the lack of engagement with fellow students is a big downside. You can feel isolated and alone and you're totally unaware if any other student is going through a similar experience. This is my first time to engage with E-Learning so I am still navigating my way through it. I sometimes feel the assignments are a bit ahead of the video lectures on the assigned topics and this can be frustrating.</i>	Student felt a lack of personal motivation, they fell behind and began to struggle and felt the lack of engagement with fellow students was a big downside, they felt isolated and alone and totally unaware that other online students may have been going through similar experiences
	Student 8	<i>Well I guess the obvious downside is that lectures can be postponed until you have time to watch them which can mean that you fall behind. However, this is, of course, the reason e-learning students have chosen this method in the first place. Regular assignments are great to keep you on top of the work. I also think that rather than revision at the end, we could benefit from revision lectures after chunks of the course are completed before moving on to the next part. I personally found that revision lectures so helpful last year and thought at the time that if we had them throughout the course it would have been beneficial. It's a very long time from the first lecture to the last one.</i>	Student found that the lectures were recorded lectures you could postpone them and then you would fall behind but regular assignments are great to keep you on top of your work
	Student 9	<i>The downside to E-Learning is that if you are not a focused and disciplined person you can fall behind without the encouragement and interaction you find in a traditional classroom setting. However, I feel there are many benefits to E-learning such as the flexibility of being able to watch lectures at any time and also having the option to re-watch lectures if there is a topic which is proving difficult.</i>	Student felt that if you were not a focused and disciplined person you could fall behind as you would not have the encouragement and interaction you find in a traditional classroom setting
	Student 10	<i>The downside is that you study in isolation wherewith you don't build a network of peers. Online chat option with lecturer would increase learning outcome For most subjects I am missing a proper schedule / planning for the year as the recorded lectures are based on classroom students and the year schedule is based on classroom students. Given you have the flexibility as an online student to plan differently, it would be good to know exactly how many recorded lectures there will be in a year, how many will be with new material, how many will be revision as to manage your time better.</i>	Student found that you study in isolation and don't get to build up the network of peers, they felt online chat options with lecturers would increase learning outcomes
	Student 11	<i>The downside is no set time to sit down & watch lectures. If lecture was shown at a certain time each evening would be more inclined to participate more. The downside is you don't meet or get to know other students.</i>	Student found the downside was no set times to sit down and watch lectures if lectures were shown at certain times each week they would be more inclined to participate more

Appendix 4.2

Research Feedback

(All questions are to be answered in relation to participation in your E-Learning Course)

Q1. Are you pleased with the current changes to your E-Learning Course? Please elaborate on your answer.

Q2. Do you feel you are learning more with the changes that have been made to your E-Learning Course? Please elaborate on your answer.

Q3. Do you find there is too much content on the weekly moodle page? Please elaborate on your answer.

Q4. Are you currently engaging in the online activities?

Q5. What is the trigger for you to participate in the online activities?

Q6. Do you feel the online activities have encouraged you to engage in the course content more than they were using the old system?

Q7. What do you like most about the changes to the E-Learning Platform?

Q8. If you were to have some of the activities removed which do you find the least likely to enhance your learning and which activity would you want to be removed.

Q9. Do you feel the discussion forum is of any value and have you learned anything from it?

Q10. Do you find you are still watching the recorded lectures from the Part-time course and how would you feel if these were not available to you?

Additional Comments: I encourage to make some additional comments in terms of how you found the course structure before the changes were made, comments on further changes you would like to see etc.

Appendix 4.2.1

Emergent Themes from Qualitative Research with Students – Student Feedback

Theme	Student	Key Qualitative Data	Author Analysis
Theme 1: Students favour the changes	Student 1	<i>I think the timing of introducing changes mid-semester wasn't great. I felt a bit confused at the beginning and concerned that the recorded lectures with Michael O'Grady had ended and replaced with these shorter lectures. Although the extra material was good to have and helped with studying the topics.</i>	The student did not like the timing of the introduction of the changes but did find the extra material useful.
	Student 2	<i>Yes, the weekly task list does give a focus on a particular area however the lectures from Michael are a great help also.</i>	Student was happy with changes, keeps them focused
	Student 3	<i>Student did not submit completed feedback form</i>	No answer
	Student 4	<i>Yes, it breaks up the course into weekly manageable chunks. I spend less time preparing for an assignment. That said the assignments are more frequent.</i>	Student was happy with changes, found it more manageable
	Student 5	<i>Yes, it is far easier to follow one subject with one short lecture. It's also good to have a weekly structure to follow which is clear and concise.</i>	Student was happy with changes, liked the weekly structure
	Student 6	<i>I found the introduction of the changes confusing in the sense that I wasn't sure whether to follow the new format or the video lecture programme which I had been following from the commencement of the course. I tried the first couple of weeks of the new format but found that I didn't have the time to do the two formats. As I had started with the video lectures I decided to continue with this format.</i>	Student did not like the mid-semester changes and reverted back to the previous options
	Student 7	<i>Yes, it puts a structure to the week and keeps the focus on what the topic is for that week.</i>	Student was happy with changes
	Student 8	<i>Yes, I do like the changes as the lectures/tutorials are shorter and have an instant assignment so I feel it keeps you more focused on starting and finishing the section quickly.</i>	Student was happy with changes
	Student 9	<i>Yes, I am pleased with the changes, I find that the recorded tutorials are very direct and to the point and explain the material in a good way.</i>	Student was happy with changes
	Student 10	<i>The topic approach makes it easy to navigate around and to break up your studies in smaller pieces. I often do a 1-1.5 hour here and there and this will benefit me. - Tutorials: this is very beneficial, to see how to "attack" a question and to be able to follow it from start to beginning. Especially valuable when revising and exam question practicing. The more tutorials the better! - No time lost on questions from the classroom that you often cannot hear properly or to which you know the answer already.</i>	Student was happy with changes
	Student 11	<i>Yes it's ok</i>	Student was happy with changes
Theme 2: Changes adopted do assist student learning	Student 1	<i>I think the extra material was helpful when studying the topics but the recorded lectures with Michael were a lot more informative and vital for learning and understanding the topic- just like attending lectures. The extra mp3 lectures were added extras but could not replace the online lectures.</i>	Student did not specifically answer the question
	Student 2	<i>I wouldn't think I am learning more perhaps the new format is of more benefit for others.</i>	Student did not feel they were learning more
	Student 3	<i>Student did not submit completed feedback form</i>	
	Student 4	<i>Not sure if I am learning more. I find I do not have the time to watch Michael O'Grady's lectures. I may catch up on them later as I found his very user-friendly.</i>	Student was not sure if they were learning more
	Student 5	<i>Yes, definitely. I find that I concentrate on the lecture subject and find the notes easier to follow. It's great to have tutorials showing in detail where the numbers come from and being able to refer to the questions in the handouts rather than just follow the MF manual</i>	Student felt they were definitely learning more
	Student 6	<i>I found the introduction of the changes confusing in the sense that I wasn't sure whether to follow the new format or the video lecture programme which I had been following from the commencement of the course. I tried the first couple of weeks of the new format but found that I didn't have the time to do the two formats. As I had started with the video lectures I decided to continue with this format.</i>	Student did not feel they were learning more

	Student 7	<i>Yes but its early days yet and it took a week or two to get use to the new method.</i>	Student felt they were learning more
	Student 8	<i>I don't necessarily think I'm learning more but certainly learning in a more timely manner.</i>	Student felt they were not necessarily learning more but they were learning in a more timely manner
	Student 9	<i>I would say that I am learning the same amount as I would have learned before the changes. I do feel that given how focused the recorded tutorials are that the content is being delivered in a quicker manner than the pre-recorded lectures.</i>	Student felt they were learning the same amount as before however feels the new structure has given them more focus
	Student 10	<i>No answer</i>	No answer
	Student 11	<i>No, I find it easier if I just watched the regular lectures.</i>	Student did not feel they were learning more
Theme 3: There is too much content on the Moodle page	Student 1	<i>The moodle page is very busy and it can be difficult to locate items when looking back for them while revising. I feel if the content were filed, it would make it a lot easier to navigate and more organised.</i>	Student felt the moodle page was very busy
	Student 2	<i>No. There is plenty to go through but certainly not too much.</i>	Student did not feel there was too much content
	Student 3	<i>Student did not submit completed feedback form</i>	
	Student 4	<i>Generally there is not too much content. Although some of the notes take a long time to read and absorb</i>	Student did not feel there was too much content
	Student 5	<i>No, the content is perfect if you work through the schedule as laid out</i>	Student did not feel there was too much content
	Student 6	<i>Yes, the level of information is a bit overwhelming. I don't think it is possible, as a part-time student to get through and digest all of the information presented.</i>	Student felt the content was overwhelming
	Student 7	<i>No, I find the volume of work manageable as it takes less than the time allocated.</i>	Student did not feel there was too much content
	Student 8	<i>No, I'm happy with the content</i>	Student did not feel there was too much content
	Student 9	<i>I don't think there is too much content. I feel the weekly schedule is manageable and attainable. I do feel however that the page is quite cluttered.</i>	Student did not feel there was too much content
	Student 10	<i>To be honest, the weekly activities are quite a lot especially if you do more subjects at the same time. I can see the benefit to having a routine going but it is challenging. Obviously, you can ignore / postpone activities to later in the year.</i>	Student did not feel there was too much content but found the routine of benefit
	Student 11	<i>Yes, I find there are too many videos and notes been uploaded each week. I'm finding it hard to keep up.</i>	Student felt there was too much content
Theme 4: Students are engaging in the some activities	Student 1	<i>No – I don't have the time – my main focus is to learn and revise and prepare for exam day.</i>	Student was not engaging due to time constraints
	Student 2	<i>Not at present, I suppose I feel I wouldn't have anything relevant to add.</i>	Student has not yet engaged
	Student 3	<i>Student did not submit completed feedback form</i>	
	Student 4	<i>Yes</i>	Student has engaged
	Student 5	<i>I have had a go at the quizzes which are helpful but I haven't engaged in the forum as not sure where to start and no-one else seems to be using it.</i>	Student has engaged in some activities
	Student 6	<i>I follow the video lectures and have submitted queries via the discussion forum.</i>	Student has engaged in some activities
	Student 7	<i>Yes/No I have posted to the discussion forum a couple of times but as it's very inactive I don't get much from it. I always listen to the recorded lecture and the additional E-Learning recordings along with doing the quiz and the weekly assignment.</i>	Student has engaged in some activities
	Student 8	<i>I personally haven't but I feel in the future that I would.</i>	Student has not yet engaged but feels they will in the future
	Student 9	<i>I am watching the recorded tutorials and reading the notes.</i>	Student has engaged in some activities

	Student 10	<i>To be honest, I have only watched one of your lecture and one tutorial. I then found out that the old videos were still available and switched back to the old video's for the following three reasons: 1. - I was running behind and didn't want to spend much time to get used to the new way of working. 2. - I felt comfortable with the old way, I feel like I am sitting in the classroom which makes it a natural way of watching the videos. 3. - What I find highly useful in the old video's are all the comments made about how the examiner has / may deal with the subject but also, in general, any news the lecturer would have heard regarding articles, regarding exam briefing etc. I was nervous that I would miss out on these if watching the more topic based videos especially with the exams coming up (This may not be a fair comment as you may have covered this in your videos anyway.)</i>	Due to time constraints, the student prefers to use the old system
	Student 11	No	Student has not engaged yet
Theme 5: The majority of Students are not using the discussion forums	Student 1	<i>Student did not answer this question</i>	No response from student
	Student 2	<i>Perhaps when I see the type of discussions taking place I might feel more comfortable taking part.</i>	Discussion forum depending on the type of discussion
	Student 3	<i>Student did not submit completed feedback form</i>	
	Student 4	<i>Get to communicate with other students. Otherwise, I feel I am operating in a bubble. I attended Griffith College last week for the first time for an Auditing revision course. Got a great morale boost after chatting to other students</i>	Student was not specific
	Student 5	<i>It would just be someone starting a forum</i>	Discussion forum
	Student 6	<i>I follow the video lectures to try and maintain a schedule for my studies and I feel asking questions via the forum is a valuable resource to try to resolve problem areas.</i>	Discussion forum
	Student 7	<i>I think the trigger for me is the weekly E-Learning timetable as it sets the programme for the week and gets me started.</i>	E-Learning Timetable
	Student 8	N/A	No response from student
	Student 9	<i>I try to dedicate time every week to my studies so there is no particular trigger for my participation.</i>	Student did not identify any specific trigger
	Student 10	No answer	No response from student
	Student 11	<i>If more people wrote in it</i>	Discussion forum if more students participated
Theme 6: Online activities do encourage engagement	Student 1	<i>Student did not answer this question</i>	No response from student
	Student 2	<i>Not really, I had a system of my own where I would plan out my week between the 2 subjects making sure I covered both the lectures and the follow-up assignments.</i>	Student did not feel there was any change in engagement
	Student 3	<i>Student did not submit completed feedback form</i>	
	Student 4	<i>Not necessarily. I find both for last year and this year, the assignments are the primary motivator. If I work to the assignment schedule, I motor through the course, and it's great for question practice</i>	Student did not feel any change from previous product
	Student 5	<i>Yes far more as the subject is condensed; it ensures you concentrate on one subject at a time.</i>	Student did feel it encouraged engagement
	Student 6	<i>A little bit but I just feel that it might have been better to have the system in place from the start of the course. At the same time, I have found, as an E-Learner that the video lectures are a very good way of keeping to a programme. I have also found the lectures a big help in understanding the course content.</i>	Student did feel it encouraged a bit of engagement
	Student 7	<i>Yes as I am spending more time now on Management Accounting than on my other subject and this is directly due to the weekly online E-Learning activities.</i>	Student did feel it encouraged engagement
	Student 8	N/A	Student did not respond
	Student 9	<i>I feel my participation is the same as it was prior to the changes.</i>	Student did not feel there was any change in engagement
	Student 10	No answer	Student did not respond
	Student 11	No	Student did not feel there was any change in engagement

Theme 7: There was no clear indication of what changes students preferred	Student 1	<i>As Q2. I think the extra material is helpful for study and can assist when trying to gain an understanding of the topics within the syllabus</i>	Student was not specific however does find the extra materials helpful
	Student 2	<i>It is laid out in a logical sequence for maximum benefit.</i>	The layout
	Student 3	<i>Student did not submit completed feedback form</i>	
	Student 4	<i>Same response as to Q 1. Breaking the course into more manageable chunks, and forcing me to have an assignment in by every Friday</i>	More management chunks and weekly assignments
	Student 5	<i>The layout and direction</i>	The layout and the direction
	Student 6	<i>Since I have used it so little I'm not well placed to comment on this but I do feel that the discussion forum is a valuable resource and if I had tried the new E-Learning Platform from the start I think it may have reduced the amount of time I had to spend overall on subjects.</i>	The discussion forum
	Student 7	<i>There is more communication and you feel a bit more connected. Although it would be great to get the discussion forum active as I miss the interaction with other students.</i>	Student felt there is more communication and the feeling of connectedness
	Student 8	<i>I like that the lectures/tutorials are short and the assignments can be done there and then. I feel you are less likely to put things on the "long finger".</i>	Student liked the short e-lectures and tutorial and the fact that you can do the assignment there and then
	Student 9	<i>I like how direct the tutorials are and I find the working through of questions very helpful. The material is explained very well and the supplementary notes are a useful study aid. Also by dividing the material into specific topics it makes a revision of the most difficult areas very easy and accessible.</i>	Student liked the tutorials working through questions in addition to the supplementary notes
	Student 10	<i>No Answer</i>	Student did not respond
	Student 11	<i>That there are tutorials</i>	Student liked the tutorials
Theme 4: Students are engaging in the some activities	Student 1	<i>For me, I don't participate in the discussion forum. I chose e-learning option because I cannot attend lectures and can only complete this course at home</i>	Student does not participate in the discussion forum
	Student 2	<i>I think possibly the discussion forum as it is not how I imagined it to be. I thought that there would have been an opening statement from which a discussion would follow.</i>	Discussion forum
	Student 3	<i>Student did not submit completed feedback form</i>	
	Student 4	<i>There is probably no need for videos going through the assignment solutions. I find the printed solution best. But then everybody is different. Other students may value the video more</i>	Tutorials working through the assignments
	Student 5	<i>I think it is just right as now set up</i>	Nothing
	Student 6	<i>I can't answer this as I haven't used the new platform enough.</i>	Student was unable to answer
	Student 7	<i>I like all the activities and material as I like to hear and read things from different platforms however if I had to drop something I think I could do without the PowerPoint notes as most of the content is already in the course book.</i>	PowerPoint notes
	Student 8	<i>If I have to choose then probably the Quizzes.</i>	The Quizzes
	Student 9	<i>If I had to choose one item to remove it would be the quiz.</i>	The Quizzes
	Student 10	<i>The quiz would be my least favourite activity - I don't think I get much benefit out of these. I haven't done any of the other activities so can't comment on it.</i>	The Quizzes
	Student 11	<i>Student did not answer this question</i>	Student did not respond
Theme 5: The majority of Students are not using the discussion forums	Student 1		
	Student 2	<i>I have looked at the discussion forum however as yet I have not posted any comments. I haven't learned anything from the comment made</i>	Student did not feel they had learned anything from them
	Student 3	<i>Student did not submit completed feedback form</i>	
	Student 4	<i>The forum would be of great value if more students participated. I think most of us are too pressed for time to take part.</i>	Student felt they would be more valuable with increased student participation
	Student 5	<i>I haven't learned anything purely because I haven't used it properly yet</i>	Student not using forum yet

	Student 6	<i>Yes, I feel a discussion forum is a valuable tool even in the sense of keeping you in touch with other students. I think this will be more widely used in future.</i>	Student felt discussion forum was valuable
	Student 7	<i>I like the idea of the discussion forum but it's not being utilised therefore it has no learning or communication outcomes.</i>	Student felt they would be more valuable with increased student participation
	Student 8	<i>I haven't participated in the discussion forum.</i>	Student is not using forum yet
	Student 9	<i>I do find it interesting to read what other students have to say but I do not feel I have learned anything in particular from it.</i>	Student found it interesting but did not feel they had learned anything from it
	Student 10	<i>Not taking part in these</i>	Student is not using forum yet
	Student 11	<i>No</i>	Student did not feel it was valuable or they were learning anything from it
Theme 8: Students still want to have the recorded lectures	Student 1	<i>For revision purpose, it is great to have the facility to go back through the online lectures and to revisit them. I depend on them to pass! I would struggle if they weren't available. It really makes a difference having the video lectures available for revision and the facility to pause and take notes and go through it as a pace that is suitable for me.</i>	Yes student still uses them
	Student 2	<i>Yes, I am still watching the recorded lectures as I find them very beneficial. To be honest I feel it is too early to say whether the current weekly moodle material would be enough for me as this is a new process.</i>	Yes student still uses them
	Student 3	<i>Student did not submit completed feedback form</i>	
	Student 4	<i>I have dropped the part-time course lectures for the moment. But I hope to get back to them as I enjoy his lectures.</i>	No
	Student 5	<i>I am still watching the lectures but still find the same, 40 minutes in I start drifting off and not concentrating like I would if I was in a class. If the entire course is conducted in the new way I would benefit more via e-learning than if I watch the long drawn out recorded lectures.</i>	Yes but only partly prefers the new shorter e-lectures
	Student 6	<i>As mentioned above, I have continued to use the recorded lectures from the Part-time course as my primary method of covering the course content and keeping to a programme. Since I commenced my studies I have relied heavily on these lectures and would not like to see them removed as I think they are very effective.</i>	Yes student still uses them
	Student 7	<i>I would be very very disappointed if the recorded lectures were no longer available! The new E-Learning Platform is supplementary material it is no substitute for Michael O'Gradys classroom lectures. His classroom lectures are fantastic. He is a natural teacher and his recorded lectures are where the real learning happens for me. The E-Learning supplements and reinforces Michaels teaching.</i>	Yes student still uses them
	Student 8	<i>Yes, I still watch the other lectures but don't we need them for chapters not covered since January?</i>	Yes student still uses them
	Student 9	<i>Yes, I am also watching the recorded lectures. I suppose this is, in essence, doubling up on the course content but I feel it is useful with the exams coming up.</i>	Yes student still uses them
	Student 10	<i>To be honest, I have only watched one of your lecture and one tutorial. I then found out that the old videos were still available and switched back to the old video's for the following three reasons: 1. - I was running behind and didn't want to spend much time to get used to the new way of working. 2. - I felt comfortable with the old way, I feel like I am sitting in the classroom which makes it a natural way of watching the videos. 3. - What I find highly useful in the old video's are all the comments made about how the examiner has / may deal with the subject but also, in general, any news the lecturer would have heard regarding articles, regarding exam briefing etc. I was nervous that I would miss out on these if watching the more topic based videos especially with the exams coming up (This may not be a fair comment as you may have covered this in your videos anyway.)</i>	Yes student still uses them
	Student 11	<i>There are the ones I most watch, I wouldn't be happy if they were not available.</i>	Yes student still uses them
Some additional comments made by students:	Student 1	<i>There is a great support for e-learning students and it is a super alternative for those who cannot for whatever reason attend classes. It is great for the work life and study balance. The main reason I chose e-learning was because I would find it difficult to get to the college and home again from work so the option to study from home really worked for me. As these are 100% exam, the mock exam is also a great addition. When I was studying towards IATI that option was not given by the college I attended.</i>	

	Student 2	<i>I suppose we are 4 or 5 weeks into this new process and I am getting into the routine of completing the weekly tasks. I feel that the subjects covered were relatively short and so I wonder how the longer topics like Investment Appraisal, for example, would look like given the amount of detail in that piece. I think overall it is very structured.</i>	
	Student 4	<i>I like the new structure. It is manageable - using the weekly cycle. I would recommend looking at a way to insert small video segments of the part-time course into the weekly cycle, that way we would have the best of the old combined with the new. It would save you Tara, a lot of work too!</i>	
	Student 7	<i>I think the recorded classroom lectures from the part time course delivered by Michael O'Grady could stand alone. In other words, if no other E-Learning material was available the course is still being covered by Michael lectures. I don't think I could say the same of the E-Learning material if the part time course delivered by Michael in the classroom was not included. For me, the course is the recorded classroom lectures everything else is supplementary material to enhance the learning objective.</i>	
	Student 8	<i>I feel a bit vague given that I have had to drop the subject for now. I do like the format though and I know when I get into it in May that it will be a huge help.</i>	
	Student 10	<i>As discussed above, there is the risk that any news from the examiner, any current developments in the area, articles etc may not be covered. I think it is very important that it is covered and up to date. It gives you a good feel of what to expect in the exam (I do realise you can't guess and still will need to study all but it may just pay off to spend extra time on these subjects). Watching the video doesn't feel as natural as watching from the back of the classroom. You obviously don't get any feedback from the classroom and can't feel whether the speed is too high /too low, whether to elaborate more / less. Saying that It is more efficient, more syllabuses covered in less time. - In classroom videos, the lecturer is regularly asking questions, challenging the class to think for themselves. I often hear myself answering these questions and it is a good tool to either be trained thinking in a particular way or to see whether you understand what is being discussed / remember what has been covered. - Watching the tutorials: as you have prepared the format of the answer, the risk is that some explanations are "missing" about why and especially why not if specific details are not included in the answer. - Excel - being a well-advanced user in Excel, just because of where formula's are shown and disappear once entered, it is harder to follow these formulas.</i>	
	Student 11	<i>I find it hard to keep up with all the stuff being uploaded weekly. I would prefer if the part time lectures were uploaded with notes to accompany the lecture. I feel like I am printing off notes all the time.</i>	

Appendix 4.3

Research Final Interview Questions

(All questions are to be answered in relation to participation in your E-Learning Course)

1. Do you feel the changes to your E-Learning Course were of benefit to you, please elaborate?
2. Please comment on the new moodle page layout?
3. Would you prefer weekly posting and activities or less frequent posting and activities?
4. How would you feel about the main campus recorded lectures being taken down and replaced with shorter 20-30 minute E-Lectures covering the main aspects of the topic along with 2 to 3 10-15 minute tutorials working through questions?
5. Do you find there is too much content on the new moodle page layout?
6. Do you find you have too much content to cover each week?
7. Is a weekly assignment and a weekly quiz is too much, would you prefer if it alternated between them ie. One week you would have a quiz and the next week you would have an assignment?
8. Have you seen the Revision Q & A forum yet, do you find it of benefit to you?
9. Would you be interested in live online lectures, these would be at a set time every week and you would attend your lecture live online with the lecturer and other online students? *(These would also be recorded to allow you to watch them repeatedly and also to benefit you when you cannot attend the live online session).*
10. Based on question 9 above how long would you participate in an online lecture: 30-40 minutes? 45-60 minutes or longer please comment:

I would be grateful if you could take the time to make any other comments or criticisms you may have relating to the new moodle platform:

Appendix 4.3.1

Emergent Themes from Qualitative Research with Students – Final Interviews

Theme		Key Qualitative Data	Author Analysis
Theme 1: Students feel changes are beneficial	Student 1	<i>Would be but I think the fact that was brought in mid-year and threw me a little bit, would have preferred it at the start in September, you get into a routine and it's changed a bit and I was thinking would I not get Michaels videos anymore. I think that it just threw me slightly that it was introduced mid-semester. But notes were great and the extra notes I really appreciated those.</i>	Yes student found changes were of benefit
	Student 2	<i>Yes, they were of benefit although I'm not sure if it would be sufficient if it was the only teaching means available.</i>	Yes student found changes were of benefit
	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	
	Student 5	<i>Yes, I thought it was of benefit, I wish the whole course was like that, liked the week to week when you are giving instruction and set plan, lecture is too long the short weekly step by step works better. When I was watching the lectures on a Saturday afternoon I'd drift off because they were so long. I only listened to half of it. Working from home I thought it was much better to have that week by week step by step approach.</i>	Yes student found changes were of benefit
	Student 6	<i>No, I felt that as I had already started following the recorded lectures that I would continue to follow these. I have used the lectures since I commenced my studies and would be reluctant to move away from them. However I feel that the amount of information now on Moodle between the two formats is huge and I didn't have the time to use both formats.</i>	No student did not find changes were of benefit
	Student 7	<i>Yes I liked PowerPoint, because its distinct and gives you the main points rather than going back to the manual but I thought it got very busy, because I had already from September to December one way of seeing the moodle account I though it got really busy sometimes it would be rolling down beyond the screen, but when you broke it down each thing was good but it just seemed very busy.</i>	Yes student found changes were of benefit
	Student 8	<i>I have dropped this subject temporarily and could not focus on the two but I do like it its concise and short you have to do stuff, makes you deal with it quicker if it was all like that it would be great. The lectures you don't have to look at for 2 to 3 weeks you tend to leave them. Yes definitely of benefit liked the fact that they were smaller chunks instead of the longer lectures, hard to find the time to sit down and watch the full lectures, with the job, kids and sitting down to do a 2 hours lecture you have to set too much time aside the shorter lecture seem more manageable. The assignment is pretty good also; you have to tackle the assignment so you get it done.</i>	Yes student found changes were of benefit
	Student 9	<i>I find the recorded tutorials very good in that they explain the material very well.</i>	Yes student found changes were of benefit
	Student 10	<i>Yes, can see benefits especially easier to allocate your time. The fact that you can do 1 hour here and there is very beneficial. Tutorials are very good so we can see how solutions are to be tackled from start to end because past paper solutions get you the answer but not how to get there.</i>	Yes student found changes were of benefit
	Student 11	<i>Yes the tutorials are very helpful</i>	Yes student found changes were of benefit
Theme 2: Students find there is too much content on the Moodle page	Student 1	<i>It can be a little bit, maybe it was my laptop but there was a lot of information there, maybe if it was grouped a bit better. I actually have to scroll down the whole way through all the topics Week 1, Week 2 etc. to find what I want. It would be better if all the videos were all in the one location etc. There is a lot of information, you are scrolling down a lot it just seemed to be a bit busy.</i>	Too busy, a lot of information
	Student 2	<i>The weekly task list is a great way of checking whether the subject is covered</i>	Student liked the weekly tasks
	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	

	Student 5	<i>No, it was really good, the only thing I could not get to grips with was the forums, perhaps this was due to it starting in the middle of the term it would work better if it started at the beginning and we had one big forum rather than weekly ones. Very happy with the layout, really excellent with a week to week basis.</i>	Student thought it was really good
	Student 6	<i>A Huge amount of information and a bit confusing.</i>	Huge amount of information, confusing
	Student 7	<i>Very busy</i>	Very busy
	Student 8	<i>Fine, I liked it in general with all the different sections to go into, I found it better anyway, more approachable and manageable</i>	Student liked in it general
	Student 9	<i>I feel the page is quite cluttered.</i>	Student found the page was cluttered
	Student 10	<i>There is a lot of information on there, what would help is an overall overview at the start, what subjects are there, what videos are there, how much time it is going to take. In general planning for a year that you can kind of see where you are cause you can never run in time with the schedule, I never run in time with the schedule, you kind of want to know how much you are running behind and what you need to catch up with. Do I need to increase my time significantly?</i>	Student found there was a lot of information & suggested information to be grouped in folders to make it easier
	Student 11	<i>Easy to navigate through</i>	Student found it easy to navigate
Theme 3: Students like the structure of the weekly activities	Student 1	<i>Not at all, I think it's great, it keeps you structured. I love the fact that we have weekly assignments it keeps you on top of things. I think that if people actually following that there is absolutely no reason why you wouldn't pass exam first time with the new system. I think the support is great for the students.</i>	Student likes weekly postings & activities
	Student 2	<i>Weekly posting is fine for me</i>	Student likes weekly postings & activities
	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	
	Student 5	<i>Weekly</i>	Student likes weekly postings & activities
	Student 6	<i>I can't comment on this as I didn't use the new format enough.</i>	Student did not comment
	Student 7	<i>At least weekly, definitely just to make sure you move along.</i>	Students likes weekly postings & activities
	Student 8	<i>Definitely weekly, I definitely need that kind of discipline, if it was like that for all lectures next year that I'd love that, this year has been a disaster this year and I had chunks of time when I did nothing due to the circumstances. I'm looking forward to starting from scratch now with yours once I have these two exams done and I have until August to do this.</i>	Students likes weekly postings & activities
	Student 9	<i>I find the weekly posting useful for keeping me on track with my studies which I find is important when you are not in a traditional classroom setting.</i>	Students likes weekly postings & activities
	Student 10	<i>Less frequent. I guess it depends on how many subjects you do, if only doing one weekly probably would be fine. If doing more than one subject, what I tend to do is tackle two subjects each week, weekly posting you get the feeling 'ah' I'm behind. Bi-weekly would be easier.</i>	Student would prefer bi-weekly postings & activities
	Student 11	<i>Every 2-3 weeks would be ok</i>	
Theme 4: Students prefer shorter lectures	Student 1	<i>I really relied on the lectures, I thought they were great you can pause them go back on them. I think that looking back on it now I didn't realise you could have attended the lecture over the weekends and I would have actually attended the classes and not chosen the e-learning if I had known. I probably would have done it that way, you have the support of the other students with you and the videos also, and for next year, I would do it that way. At the revision days I was nervous going because you kind of don't know what level you are at, are you struggling, are you behind the rest of the class and it was just when we went into the revision and got talking to everyone you realised they were all at the same level and it was reassuring, for next year I think I would like to attend the lectures.</i>	Student would still like to have this resource

	Student 2	<i>I think some of the recordings are a bit on the long side so yes if they were 30-minute recordings dealing with the subject matter followed by recordings working through questions would be better. Personally, I sometimes look at the length of the video and decide to put it off as I like to watch the video in its totality.</i>	Student would prefer shorter recordings
	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	
	Student 5	<i>Yes that would be better, Michael is really good but it goes on too long if you are in a classroom that is fine but when you are home you get distracted and go off and do the housework. The shorter ones work well when you are in work when you come home and are tired you don't have as much to watch or cover.</i>	Student would prefer shorter recordings
	Student 6	<i>I wouldn't be in favour of taking down the recorded lectures as I have used them extensively since I commenced my studies.</i>	Student would still like to have this resource
	Student 7	<i>This is a personal thing I suppose, and I suppose it is really built on my age profile and what I am used to but I'd like classroom experience even remotely, I know I'm in a classroom with Michael and I just feel I'm in my class now, anything outside of that does not give me the same feeling, it's not saying I don't learn from them but it's not quite the same experience, I suppose I'm used to the classroom experience more than any other experience and I feel that's where I'm learning, and I'm not only learning there but I feel like I'm in my classroom, I don't know because I got used to Michael and if I didn't have that, I don't know if I would feel if I was getting my course if that makes sense. Even though you are not getting any engagement with either one feels you have more engagement with the lectures I don't know why that is.</i>	Student would still like to have this resource
	Student 8	<i>I think I would actually, all the content would be in the long lecture but I think I would like the short one, easier to keep track on and see the topics, in revision when you are trying to find a topic through all the videos it's difficult. Running between the lectures, where was a point made. Excel is very beneficial I loved to see the questions done.</i>	Student would prefer shorter recordings
	Student 9	<i>I am still watching the main campus lectures but I do feel that the e-lectures are covering the same content but in a more condensed manner which is a bonus. I like the option of having both sets of lectures to watch.</i>	Student would like access to both the long and short lectures
	Student 10	<i>To cover syllabus that would be fine. My biggest fear but I think you have addressed it already would be that you would miss out on all the extra information you get about exam preparation, what the examiner is interested in, how subjects are tackled in past papers, all that extra information you need to pass the exam because I really truly believe yes you need to know your syllabus but your exam practice is key, is the main. If there is an article out there it would be stupid not to know that article inside out, that would be my fear if we just had the e-lectures.</i>	Student would prefer shorter recordings
	Student 11	<i>No I would still like to see the campus lectures as only reason I can't attend is because they are in Dublin</i>	Student would still like to have this resource
Theme 2: Students find there is too much content on the Moodle page	Student 1	<i>There is a lot of content, it's busy, I think as I said if you break it down it would be easier, I honestly think that is just a matter of how it's displayed is a quick win for it. If there a folder for all the lectures, a folder for all the notes the tutor gives out, as I said it just I think it a lot of content with the lectures, MP3's, and one week where the e-lecture had not been covered with Michael and I panicked a bit, the suggested reading times are too short, it takes a lot longer to read the chapters and materials.</i>	Student found there was a lot of content and the page was very busy
	Student 2	<i>No, I think it is fine as it is possible to complete all items in one day.</i>	Student is satisfied with level of content
	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	
	Student 5	<i>No, not too much.</i>	Student is satisfied with level of content
	Student 6	<i>Yes, I think so – it's daunting.</i>	Student found level of content daunting
	Student 7	<i>It just got very busy</i>	Student found the page to be very busy

	Student 8	<i>No, I don't think so having said that I haven't used it all yet.</i>	Student is satisfied with level of content
	Student 9	<i>Unfortunately, I do find it to be quite cluttered looking.</i>	Student found there was a lot of content and the page was cluttered
	Student 10	<i>Yes, don't find quizzes very beneficial. I would skip them first.</i>	Student would like to see some content removed
	Student 11	<i>A Little bit, I feel like I'm printing all of the time.</i>	Student found there was a bit too much content
Theme 5: Students feel weekly workload is sufficient	Student 1	<i>I had a look at the forum a couple of times but I never really contributed to it because I didn't really have the time to do that but I understood why your kind off encouraged people to participate in it. The reason people are doing e-learning is because they are trying to fit it into their life. I liked, I just thought some of the time was a bit unrealistic, 20-30 minutes of reading or studying but I felt it took an hour. But I did like the fact that it was done each week. I did like the fact that you introduced an assignment each week and I think it gave you something to work towards, you could spend all week preparing for it and at the end of the week attempting the question I thought that was really good. I thought from the first half there were the lectures and you had one assignment, they weren't coming up every week I think every second week, I thought to submit it every Friday it keeps you working and I thought that that was really good. I knew exactly where I was and I never had to check when one was due as I knew they were due every Friday when it was going to be posted.</i>	Student was satisfied with level of weekly workload
	Student 2	<i>No</i>	Student did not feel there was too much content
	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	
	Student 5	<i>No, it really excellent, really good.</i>	Student was satisfied with level of weekly workload
	Student 6	<i>Definitely.</i>	Student felt there was too much to cover
	Student 7	<i>It got very busy, but I think it could have been the accumulation of the course being where it was reaching the higher end of all the learning and you know we are into the new year and everything was coming together and the page got really busy, but then Michael was still there and I was still following Michael, as my learning and everything else on moodle was like complementary to that learning so it just seemed very busy. It wasn't that I was deciding not to look at Michael and only look at the other but it just got very busy but all adding value to learning just very busy, you know it left not free time, by the time you got through everything, you were into another week.</i>	Student felt there was too much to cover
	Student 8	<i>It would depend on the week if you had a lot on you might not look at the less important stuff like the quizzes. Maybe a bit too much.</i>	Student was satisfied with level of weekly workload
	Student 9	<i>No, I think the schedule is manageable. I have fallen behind in my studies but that is not due to the quantity of content.</i>	Student was satisfied with level of weekly workload
	Student 10	<i>Yes</i>	Student felt there was too much to cover
	Student 11	<i>Yes at times</i>	Student felt there was too much to cover at times
Theme 6: Students prefer to alternate the assignment and the quiz or drop the quiz	Student 1	<i>I never really did the quiz. I would stick to the assignments; I never really did the quiz at all. I though the assignments were very very beneficial. You'd do a question and it would prepare you for the exam, you are able to time yourself on it.</i>	Student prefers to have a weekly assignment and drop the quiz
	Student 2	<i>I am doing 2 modules this year, the MF is fine even with the new E-Learning process. It is the weeks where I have an assignment to do for both I struggle with time</i>	Student is satisfied with both being offered weekly

	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	
	Student 5	<i>Weekly assignment is good, makes me do the work. Make you actually sit down and do the work each week and then do the Assignment. Quiz and Assignment is too much, would prefer just to have an assignment I have only used the quiz occasionally. Have not taken the quizzes that serious really, yes I think the quiz could help with the multi-choice questions and yes alternating between the two could be good.</i>	Student prefers to have a weekly assignment and drop the quiz
	Student 6	<i>I think if you are working full-time and studying two or more subjects that an assignment and a quiz per week is too much.</i>	Student found both was too much
	Student 7	<i>Yes probably just the way I work I have to go to Dublin and I have to stay away and some weeks were better for me and some weeks I didn't get the assignment done because I'd have to learn everything before I did the assignment.</i>	Student would like them alternated
	Student 8	<i>I think the weekly assignments are good, they keep you focused, for me anyway definitely I need that kind of discipline. The subjects that had fewer assignments definitely gets left to one side you focus on the ones that are giving you assignments the whole time.</i>	Student prefers to have a weekly assignment
	Student 9	<i>Yes, I think an alternated approach is a good idea.</i>	Student would like them alternated
	Student 10	<i>Skip quizzes altogether but do the assignments once every two weeks. I guess that's very personal the way you like to study best. I like to get all the theory done and then revise and practice at the same time although saying that I do like Michael approach of doing exam questions from previous syllabus/exams. I think my way of studying is covering syllabus as quickly as possible and then revising it and practicing questions.</i>	Student prefers to have a weekly assignment and drop the quiz
	Student 11	<i>Yes this would be better</i>	Student would like them alternated
	Student 1	<i>Haven't looked at it, the researcher explained how this worked, oh yeah I got an email on it, I actually looked at it on my phone when I was at the revision course yes the Q & A forum is brilliant. A student was asking me a question at the revision about a past paper question and thought the solution was wrong so I suggested she email you and it was really welcome to see your responses to the query through the forum. To be able to have that and ask those questions and get the answers you absolutely rely on it.</i>	Students feels it would be of benefit
	Student 2	<i>I have seen it but personally, I don't find it much benefit</i>	Student did not feel there was any benefit
	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	
	Student 5	<i>Have not seen it yet but that would be a good idea.</i>	Student had not seen it but feels it will be of benefit
	Student 6	<i>There seems to be new information appearing all the time – I'm usually pretty good at keeping abreast of new information on Moodle but I haven't seen this yet.</i>	Student had not seen it
	Student 7	<i>I don't think so,</i>	Student did not feel there was any benefit
	Student 8	<i>I have not looked at this yet, I got them on my email, (researcher explained what the forum was for and what the student would see there) I was aware it was there but I haven't been on the Griffith Site but I have been getting the emails but I was away and did not get to look at it. Student commented on the benefits of same.</i>	Student had not seen it but feels it will be of benefit
	Student 9	<i>Yes I have seen it but I have not contributed to it, it is interesting to see what others students have to say.</i>	Student had not seen it but feels it will be of benefit
	Student 10	<i>No, I have not seen this yet but it's a good idea</i>	Student had not seen it but feels it will be of benefit
	Student 11	<i>Yes very helpful</i>	Student feels it would be of benefit

Theme 8: Students want an online live resource	Student 1	<i>Absolutely yes, I kind of thought that was the way it was going to be when I first looked at the e-learning, now its grand, its great really I can pause it etc. I think that's a great idea.</i>	Student would like this option available to them
	Student 2	<i>I think this could be very good and if the was a facility to post questions while the lecture was in progress it could be of extra benefit. On the negative side, it may cause problems as people may be working during the live recording but I suppose the can catch up with the recording.</i>	Student would like this option available to them
	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	
	Student 5	<i>I would be interested in live online lectures with other students as it would feel like a live classroom experience where we could ask questions during the lecture.</i>	Student would like this option available to them
	Student 6	<i>I think if the recorded lectures were taken down that this would be essential but I have found the quality of the recorded lectures and lecturers of a very high quality since I started using them.</i>	Student would like this option available to them
	Student 7	<i>Yes I would be interested in live online lectures (I think it's a great idea)</i>	Student would like this option available to them
	Student 8	<i>Yes actually I would like live lectures. I have a friend doing an online course as well and she has set live lectures and I thought that Griffith would be the same. Again I think they would be good to keep you focused and on track</i>	Student would like this option available to them
	Student 9	<i>I don't think that would appeal to me. The main attraction of the E-Learning is that the lectures can be watched at any time. I also like the fact that I can watch the lecture at my own pace. Given the way I study, I do not feel that for me a live lecture would be of any more benefit than the pre-recorded lectures. I think that is mainly due to the fact that I like to work on my own.</i>	Student would not be interested in this option
	Student 10	<i>Definitely, the online live option would give a lot of structure. From a student perspective, I think that would be nice but I think you put a lot of effort in and which students will be available each week. That would be nice because it would give a lot of structure as you don't like to miss your lectures. Oh gosh, that would be fabulous.</i>	Student would like this option available to them
	Student 11	<i>Yes this would be a better idea</i>	Student would like this option available to them
Theme 9: Online live lectures preferred time 60 minutes	Student 1	<i>I'd say between an hour and an hour and a half, I think that's acceptable. It makes a difference talking and getting to know other students, you really need that support.</i>	Student requested 60-90 minutes
	Student 2	<i>I personally could make the necessary time (as long as it takes) if it is in the evening and at weekends as I work regular hours.</i>	Student requested as long as it takes
	Student 3	<i>Student was unavailable to complete the research</i>	
	Student 4	<i>Student was unavailable to complete the research</i>	
	Student 5	<i>Personally, 60 minutes would be adequate as one lecture especially if it's evening time, I assume most e-learning students have jobs and after a day at work an hour would be enough</i>	Student requested 60 minutes
	Student 6	<i>60-90 minutes.</i>	Student requested 60-90 minutes
	Student 7	<i>I think 45-60 minutes seems reasonable.</i>	Student requested 45- 60 minutes
	Student 8	<i>An hour or even hour and a half would be good as regards duration!!</i>	Student requested 60-90 minutes
	Student 9	<i>No suggested time given by student</i>	No suggested time provided by student
	Student 10	<i>60 minutes is plenty</i>	Student requested 60 minutes
	Student 11	<i>30-40 minutes - as too long otherwise.</i>	Student requested 30-40 minutes

<p>Other Comments from Students</p>	<p>Student 1</p>	<p><i>I thought the tutorials were very fast when you were filling out the spreadsheet, I had to pause it a few times when Michael does it out by hand it's slower. You can't see the full thing, you scroll down on the spreadsheet. But it was great when you did the E-Lecture and you did the examples, the margins, break-even, it did help a lot. Forums are not used due to time constraints. The only critique I would have is the fact that the changes were made midyear I think if it started off in September so you could get into that routine and you know everything was ok because there was a lot of questions, does that mean Michael was gone, a lot of people thought that as well, were those lectures not going to be available anymore that sort of thing! I just think that if it was introduced at the beginning, because again when I did eventually kind of got into it I did find the MP3's great, the assignment you had to hand up homework every week but otherwise I think you should definitely continue with the weekly assignment etc. Because I think that if they did actually follow the weekly assignment with the online lectures and the support with that I don't think there is no reason why a student would not pass first time, once you keep up with it and submit the assignments, the structure is there and I love the idea of mock exams to give you the opportunity to do mock exams is great, the structure with it is really good what we have there and I would definitely recommend Griffith College and I would definitely recommend this course, the support everything is great. If you could stop and ask questions during a live lecture that would be great, some people can't get into a class but if I had the chance to be able to I would and looked at how could I work it to get to lecture but I couldn't so to have this option would be great, I think it is brilliant.</i></p>	
	<p>Student 2</p>	<p><i>I think shorter videos would be better as it would increase the concentration span. The recorded videos currently do both theory, explanation - working through questions so if this was divided out into shorter videos this would be of benefit. The idea of live lectures could be a great benefit as it would give a sense of participation. I personally was looking at the idea of having to attend classroom lectures next year as it is the P2 level but perhaps the live lectures if available would be an excellent substitute.</i></p>	
	<p>Student 5</p>	<p><i>I would have had a criticism before you changed it just takes forever 80, 90 minutes of a lecture, even though they are great lecture you do wander off whereas now I think it is so much better having short layout, time you are supposed to take on things, gives you a bit more confidence, I really understand it much more that just sitting watching the videos with backup paper and book. So much better now. Are they going roll the new layout across the board for all subjects, so much easier to get to grips with now?</i></p>	
	<p>Student 6</p>	<p><i>Student made no additional comments</i></p>	
	<p>Student 7</p>	<p><i>A lot of information and I know that's because 2 systems are running in parallel, learning to be got from both ways, and I know not having the classroom experience is the way a lot of those online courses had gone but I suppose I still like the classroom experience, but that just in preference, if I didn't have that from the beginning in September I wouldn't have missed it but having it you know if I didn't have it know I would feel like something was take away from me. I like the classroom experience and we have that in the other subjects if I didn't have that and I had all the information it still not classroom based, maybe it's just a comfort feeling, feel like you are in a classroom because it's familiar.</i></p>	
	<p>Student 8</p>	<p><i>No I did like when you started after Christmas every week it was brilliant, the fact that it was concise, it had to be done now, it was sort of an instant thing, for someone like me it would definitely keep me on my toes, working on a regular basis rather than a long stretch.</i></p>	
	<p>Student 9</p>	<p><i>I think that the schedule you provide each week is very useful and focuses my studies. As mentioned the page is a little bit off-putting as it is quite cluttered but that is not a major issue overall. The working through of questions on the spreadsheet is a very useful study aid. I think by dividing up the lectures into specific topics as you have done is very useful for revising a topic that might be more difficult.</i></p>	
	<p>Student 10</p>	<p><i>Time management is the biggest problem. All the extra things such as subjects high up on examiners list, how to structure your answer, how to tackle your exam, exam technique that should be a key part of the module also.</i></p>	

Appendix 5

Appendix 5.1

A preview of week 6 Moodle Page in current format page 1 of 2

Week 6 - 2016

Online Lectures & Lecture Notes:

Outline of what we will be covering in this session.

In **Week 6 2016** we will cover the following Topics:

Break-Even Point

Margin of Safety

Make v Buy

Reading:

Management Control Chapter 18 Section C Page 237 & Notes uploaded on Moodle.

Recorded Lecture/Tutorial:

E Lecture CVP & Break Even Analysis (24:26 Minutes)

E Lecture Short Term Decisions – Make or Buy (13:12 Minutes)

In this week's E Lecture the Tutorial questions are included in the E Lecture.

Recommendation - watch the E Lectures /Tutorial and attempt to work through the question yourself; try some past exam questions.

Tutorials

Assignment 10 Tutorial (8:40 Minutes)

Activities:

There are two short Quizzes for you to try.
Assignment 11 due date for submission 19th February 2016

Once you have completed the reading, viewed the online lectures & completed the activity, then you have completed Week 6 2016 of your CPA P1 MF E-Learning Course.

Learning Outcomes






Upon completion of this session learners will be able to:

Demonstrate a clear understanding of Break-Even, CVP Analysis & Margin of Safety.

Apply that knowledge and complete complex calculations for Break-Even, CVP Analysis & Margin of Safety

Critically evaluate & discuss Make v Buy Short Term Decisions in business and Break-Even analysis.

Ability to present graphical representations for Break-Even & CVP Analysis.

- | | |
|---|-------------------------------------|
|  Week 6 Activity Schedule | <input type="checkbox"/> |
|  E Lecture CVP & Breakeven (24:26 Minutes) | <input type="checkbox"/> |
| Attached is an E Lecture covering CVP, Break-even Analysis & Margin of Safety | |
|  E Lecture Slides CVP & Breakeven | <input type="checkbox"/> |
| Attached are the slides used in the E Lecture | |
|  E Lecture CVP & BE Excel Workings | <input type="checkbox"/> |
| Attached are the workings on Excel for the questions used in the E Lecture/Tutorial | |
|  E Lecture Make or Buy (13:12 Minutes) | <input checked="" type="checkbox"/> |

A preview of week 6 Moodle Page in current format page 2 of 2

Attached is an E Lecture covering Make or Buy Decisions.

 [E Lecture Slides Make or Buy](#)

Attached are the slides used in the E Lecture

 [E Lecture Make or Buy Workings](#)

Attached are the workings on Excel for the questions used in the E Lecture/Tutorial

 [Assignment 10 Tutorial \(8:40 Minutes\)](#)

Attached is a tutorial working through assignment 10.

 [Assignment 10 Workings](#)

Attached are the workings for Question in Assignment 10.

 [Session 12 Part 2 - Variances, Pricing, Limiting Factors \(46:39 Minutes\)](#)

 [Quiz 9](#)

This quiz is provided for the purpose of your learning. You may complete it as often as you wish and use it for revision.

 [Quiz 10](#)

This quiz is provided for the purpose of your learning. You may complete it as often as you wish and use it for revision.

 [Assignment 11 Question](#)

Attached is your question for Assignment 11.

 [Assignment 11 Submission Point](#)

Please upload your assignment here.

 [Week 6 Discussion Forum](#)

Appendix 5.2

A preview of week 6 Moodle Page in condensed format

Week 6 - 2016

Online Lectures & Lecture Notes:

Outline of what we will be covering in this session.

In **Week 6 2016** we will cover the following Topics:

Break-Even Point, Margin of Safety, Make v Buy

Reading:

Management Control Chapter 18 Section C Page 237 & Notes uploaded on Moodle.

Recorded Lecture/Tutorial:

E Lecture CVP & Break Even Analysis (24:26 Minutes)

E Lecture Short Term Decisions – Make or Buy (13:12 Minutes)

In this week's E Lecture the Tutorial questions are included in the E Lecture.

Recommendation - watch the E Lectures /Tutorial and attempt to work through the question yourself; try some past exam questions.

Tutorials









































Assignment 10 Tutorial (8:40 Minutes)

Activities:

There are a short Quizz for you to try.

Assignment 11 due date for submission 19th February 2016

Once you have completed the reading, viewed the online lectures & completed the activity, then you have completed Week 6 2016 of your CPA P1 MF E-Learning Course.

  Week 6 Activity Schedule & Learning Outcomes 	Edit 
  E Lecture CVP, Breakeven Analysis & Margin of Safety (24:26 Minutes) 	Edit 
  E Lecture Make or Buy (13:12 Minutes) 	Edit 
  E Lectures - Power Point Notes & Excel Workings 	Edit 
  Assignment 10 Tutorial (8:40 Minutes) 	Edit 
  Assignment 10 Excel Workings 	Edit 
  Quiz 9 - This quiz is provided for the purpose of your learning. You may complete it as often as you wish and use it for revision. 	Edit 
  Attached is your question for Assignment 11. 	Edit 
  Assignment 11 Submission Point 	Edit 
  Main Campus Lectures 	Edit 

Appendix 6

Appendix 6.1.1

Moodle Analytics Breakdown of students accessing lectures page 1 of 3

Students Participating in the Research

Students who had completed watching the Video Lectures

Students Not Participating in the Research

Video #	1	2	3	4	5	6	7	8	9	10	11
	Session 1 Part 1 - Introduction to Managerial Finance (79:14 Minutes)	Session 1 Part 2 - Investment Appraisal (79:42 minutes)	Session 1 Part 3 - Question Investment Appraisal / Cash-flows (76:39 Minutes)	Session 2 Part 1 - Cashflow question and Taxation (89:19 Minutes)	Session 2 Part 2 - NVP Question / Working Capital Management (56:50 Minutes)	Session 2 Part 3 - Working Capital / Cash Budgets (103:46 Minutes)	Session 3 Part 1 - Working Capital / Working Capital (80:35 Minutes)	Session 3 Part 2 - Factoring / Inventory (75:32 Minutes)	Session 3 Part 3 - Sources of Finance (90:29 Minutes)	Session 4 Part 1 - Finance / Investment Appraisal (83:50 Minutes)	Session 4 Part 2 - Sources of Finance (46 Minutes)
Student 3	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 7	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 15	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 35	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 40	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 34	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 37	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 5	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 9	Completed	Completed	Not complete	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 2	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not complete	Not complete
Student 31	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not complete	Not complete
Student 1	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not complete
Student 20	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 4	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 6	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 10	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 27	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 11	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not complete	Not complete
Student 42	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not complete	Not complete
Student 23	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not complete	Not complete	Not complete	Not complete
Student 24	Completed	Completed	Completed	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 26	Not complete	Not complete	Not complete	Completed	Completed	Completed	Not complete	Not complete	Not complete	Not complete	Not complete
Student 8	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 12	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 13	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 14	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 16	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 17	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 18	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 19	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 21	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 22	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 25	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 28	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 29	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 30	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 32	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 33	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 36	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 38	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 39	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete
Student 41	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete

Appendix 6.2

Appendix 6.2.1

Moodle Analytics Breakdown of students accessing e-lectures page 1 of 2

Students Participating in the Research

Students who had completed watching the Video Lectures

Students Not Participating in the Reserach

Video #	1	2	3	4	5	6	7	8	9	10
	E Lecture Business Valuations (12:18 Minutes)	Tutorial 1 Business Valuation Question (10:39 minutes)	Tutorial 2 Business Valuation Question (10:17 minutes)	E Lecture Dividend Policy (17:17 Minutes)	Week 2 Tutorial 1 Leman (11:04 Minutes)	Week 2 Tutorial Question Lavipilon (8:03 Minutes)	E Lecture Portfolio Theory (20:26 Minutes)	E Lecture CAPM (13:43 Minutes)	Week 3 Tutorial Question (14:39)	E Lecture Management Control Part A Costing Systems (37:53 Minutes)
Student 1	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not compl	Completed
Student 2	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 3	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 4	Completed	Completed	Completed	Completed	Completed	Completed	Not compl	Not compl	Not compl	Completed
Student 5	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 6	Completed	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 7	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 8	Not compl	Completed	Completed	Completed	Completed	Not compl	Completed	Completed	Completed	Completed
Student 9	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 10	Completed	Completed	Not compl	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 11	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 42	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 41	Completed	Completed	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 40	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 39	Completed	Not compl	Not compl	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 38	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 37	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 36	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 35	Completed	Completed	Completed	Completed	Completed	Not compl	Not compl	Not compl	Not compl	Not compl
Student 34	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Completed	Not compl	Not compl	Completed
Student 33	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 32	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 31	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not compl
Student 30	Completed	Completed	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 29	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 28	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 27	Completed	Completed	Completed	Completed	Completed	Completed	Not compl	Not compl	Not compl	Not compl
Student 26	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 25	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 24	Completed	Completed	Not compl	Completed	Completed	Not compl	Not compl	Not compl	Not compl	Not compl
Student 23	Completed	Completed	Completed	Completed	Completed	Not compl	Completed	Completed	Completed	Not compl
Student 22	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 21	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 20	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 19	Completed	Completed	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 18	Completed	Completed	Completed	Completed	Not compl	Not compl	Completed	Completed	Not compl	Not compl
Student 17	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 16	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 15	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 14	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl
Student 13	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
Student 12	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed

Appendix 6.2.2

Moodle Analytics Breakdown of students accessing e-lectures page 2 of 2

11	12	13	14	15	16	17	18	19	20		
Week 4 Tutorial 1 Apex Designs Question (10:40 Minutes)	E Lecture Standard Costing & Variance Analysis (25:28 Minutes)	E Lecture Pricing (7:12 Minutes)	E Lecture Limiting Factors (20:36 Minutes)	E Lecture CVP &; Breakeven (24:26 Minutes)	E Lecture Make or Buy (13:12 Minutes)	E Lecture Budgeting (33:33 Minutes)	E Lecture Capital Budgeting (26:11 Minutes)	E Lecture/T utorial Capital Budgeting Part 2 (20:32 Minutes)	E Lecture Cash Budgeting	Number of Video Lectures Comple ted	% Video Lectures Comple ted
Not compl	Not compl	Not compl	Not compl	Completed	Not compl	Completed	Completed	Completed	Completed	14	4.67%
Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	20	6.67%
Completed	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	12	4.00%
Not compl	Not compl	Completed	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	9	3.00%
Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not compl	Not compl	Completed	18	6.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	4	1.33%
Not compl	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not compl	18	6.00%
Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	9	3.00%
Completed	Completed	Not compl	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	13	4.33%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	2	0.67%
Not compl	Completed	Completed	Not compl	Not compl	Not compl	Not compl	Completed	Not compl	Completed	5	1.67%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	3	1.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	1	0.33%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	2	0.67%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	11	3.67%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	5	1.67%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	2	0.67%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Not compl	Not compl	Completed	Completed	Completed	Not compl	Completed	Not compl	Completed	Not compl	14	4.67%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	3	1.00%
Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not compl	Not compl	Not compl	17	5.67%
Not compl	Completed	Not compl	Not compl	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	12	4.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	6	2.00%
Not compl	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	1	0.33%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	4	1.33%
Completed	Completed	Not compl	Not compl	Completed	Not compl	Completed	Completed	Not compl	Not compl	13	4.33%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	20	6.67%
Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Not compl	19	6.33%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	3	1.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	6	2.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	1	0.33%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	0	0.00%
Completed	Completed	Not compl	Completed	Not compl	Not compl	Not compl	Not compl	Not compl	Not compl	13	4.33%
Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	20	6.67%
										300	100.00%
										840	35.71%

Appendix 6.4

Appendix 6.4.1

Moodle Analytics Breakdown of students accessing discussion forums page 1 of 1

Students Participating in the Research

Students who had accessed discussion forums

Students Not Participating in the Reserach

	Week 1 2016 Discussion Forum - Business Valuations	Discussion Forum - Dividend Policy	Week 3 Discussion Forum - Portfolio Theory	Week 4 Discussion Forum	Week 5 Discussion Forum	Week 6 Discussion Forum	Week 7 Discussion Forum	No. of times Students accessing Discussion Forums
Student 1	Completed	Completed	Not complete	Not complete	Not complete	Not complete	Not complete	2
Student 10	Not complete	Completed	Not complete	Completed	Not complete	Not complete	Not complete	1
Student 11	Completed	Completed	Completed	Completed	Completed	Completed	Completed	7
Student 2	Completed	Completed	Completed	Completed	Completed	Completed	Not complete	6
Student 3	Completed	Completed	Completed	Not complete	Not complete	Not complete	Completed	4
Student 4	Completed	Completed	Completed	Completed	Completed	Completed	Completed	7
Student 5	Completed	Completed	Completed	Completed	Completed	Not complete	Not complete	5
Student 6	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Completed	1
Student 7	Completed	Completed	Completed	Completed	Not complete	Completed	Completed	6
Student 8	Completed	Completed	Completed	Completed	Not complete	Not complete	Not complete	4
Student 9	Completed	Completed	Completed	Not complete	Not complete	Not complete	Not complete	3
Student 12	Completed	Completed	Completed	Not complete	Completed	Not complete	Not complete	4
Student 13	Completed	Completed	Completed	Completed	Completed	Not complete	Completed	6
Student 14	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 15	Completed	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	1
Student 16	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 17	Completed	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	1
Student 18	Completed	Not complete	Completed	Not complete	Not complete	Not complete	Not complete	2
Student 19	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 20	Completed	Not complete	Completed	Not complete	Not complete	Completed	Not complete	3
Student 21	Completed	Completed	Completed	Completed	Completed	Not complete	Completed	6
Student 22	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 23	Completed	Completed	Completed	Completed	Completed	Completed	Completed	7
Student 24	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 25	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 26	Completed	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	1
Student 27	Completed	Completed	Completed	Completed	Not complete	Not complete	Not complete	4
Student 28	Completed	Completed	Completed	Not complete	Not complete	Not complete	Not complete	3
Student 29	Completed	Completed	Completed	Not complete	Not complete	Not complete	Completed	4
Student 30	Completed	Not complete	Completed	Not complete	Not complete	Not complete	Not complete	2
Student 31	Not complete	Completed	Not complete	Not complete	Not complete	Completed	Not complete	2
Student 32	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 33	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 34	Completed	Not complete	Completed	Not complete	Not complete	Not complete	Completed	3
Student 35	Completed	Not complete	Not complete	Not complete	Completed	Completed	Completed	4
Student 36	Completed	Completed	Completed	Not complete	Not complete	Not complete	Not complete	3
Student 37	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 38	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 39	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 40	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Student 41	Completed	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	1
Student 42	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	Not complete	0
Total Discussion Forums accessed by students								103
Total Discussion Forums by total number of students								427
% of Discussion Forums accessed								24%